

2022-2023

Title I Schoolwide Program Plan for
Oconto Middle School



Title I Schoolwide Planning Components

Year: Plan for 2022-2023
School: Oconto Middle School
District: Oconto Unified School District
Principal: Matt Hartin
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Title I Director: Kim Baker
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Completed by Kim Baker
Schoolwide Since: 2014-15

School Demographics:

<p>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.</p> <p>Enrollment Oconto Middle School has an enrollment of 288 as of September 2022.</p> <p>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.</p> <p>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.</p> <p>Students with Disabilities 18.2% of the students at Oconto Middle School have some form of disability. There is a minor trend of decreasing percentage of students with disabilities from 20.8% in 2018-19 to 18.2% in 2020-21.</p>
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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
Matt Hartin	Principal/Administrator
Kim Baker	Title I Director
Kris Ravet	School Psychologist
Ashley Brunette	Interventionist
Avianna Scott	Grade 5
Amy Remington	Grade 6
Kari Brunette	Grade 7
Star Malczewski	Grade 8
Allison Campbell	Instructional Coach
Kirsten Tesch	Special Education
Michael Werner	Parent/Community

Planning Team Summary

Meeting Dates	Agenda/Planning
03-28-22	Winter Title I Survey Results/Planning
05-2-22	Multi-Level Systems of Support Meeting (MLSS)
05-17-22	MLSS Meeting
Monthly 2022-2023	Monthly MLSS Leader/Interventionists Meetings: September 1x mo October 2x mo November 1x (off 1 week) December 1x (off 1 week) January 2x mo February 2x mo March 1x mo (off 1 week) April 2x mo May 1x mo
September, 2022	Compact (Staff, Parents, Students) for 2022-2023 school year is included in Parent Portal for registering students for school year 2022-23
09-28-22	Intervention/Supports for 2022-23 Click Here
10-14-22	Title I Intervention Programs Parent Meeting Click Here
10-14-22	Annual Title I Meeting Intervention Supports/Staff Parent Meeting
10-21-22	Fall Title I Survey 2022
TBA Winter 2023	Plan for Family Engagement Activity
01-09-23	Title I Survey Results/Planning for Spring Family Activity
05-xx-23	District Needs Assessment Data Dig
06-04-23	District Root Cause Analysis/Needs Analysis Planning
Monthly 2022-2023	SAIL Leadership Team
October, Jan., May	Periodic Schoolwide Review

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/Reader's workshop ongoing support ○ District leadership team - Building leadership teams/SAIL ○ Strengthen Tier I /universal instruction ○ Implement evidence based instruction that supports learning for all students educational needs ○ Clarify strategies, interventions, accommodations ○ Branching MInds initial implementation ○ Emphasis on student engagement with reading and writing ○ Schoolwide Daily Meeting implementation
<p>Component 2: Schoolwide Reform Strategies</p>	<ul style="list-style-type: none"> ● Writer's and Reader's Workshop ● Team Building Activities for connections with staff/students ● UDL (Universal Design for Learning) training across the district, Cohort 2 established for 22-23 ● Continued Progress Monitoring on AIMSweb ● OUSD Common District Assessment Calendar ● Parent/Student/Teacher Compact ● Schoolwide Universal tracking using Branching Minds <ul style="list-style-type: none"> ○ Tracking database to determine intervention needs ○ Resource database of available interventions ● Tier 1 Universal instruction support <ul style="list-style-type: none"> ○ Instructional Coach ○ Weekly Content Collaboration Meetings ○ Partnership with CESA 8 and FIRST for literacy and math professional development ○ Multi Level Systems of Support (MLSS) 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, Soday ○ Fluency: Corrective Reading- Decoding Strand, Reading Assistant Plus ○ Comprehension: Reading Assistant Plus, Corrective Reading - Comprehension Strand

	<ul style="list-style-type: none"> ○ Math Computation: Corrective Math (6 of 7 strands), Word Problems Made Easy, IXL Math, iReady individualized instruction, xTra Math, EduGains Gap Closing, Bridges ○ 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, Souday ○ Increased frequency on Fluency intervention: Corrective Reading- Decoding Strand, Reading Assistant Plus ○ Increased frequency on Comprehension intervention:, Reading Assistant Plus, Corrective Reading - Comprehension Strand ○ Increased frequency on Math Computation: Corrective Math (6 of 7 strands), Word Problems Made Easy, Bridges ○ Increased frequency on Problem Solving intervention: Corrective Math (6 of 7 strands), Word Problems Made Easy, xTra Math
<p>Component 3: Instruction by highly-qualified teachers</p>	<ul style="list-style-type: none"> ● New teacher orientations and mentoring ● Instructional Coach support ● Reading and Math support as needed ● Maintain certification ● Notice of a teacher that is not highly qualified ● Highly Qualified Paraprofessionals <ul style="list-style-type: none"> ○ Professional development in evidence based interventions as needed

<p>Component 4: High-quality and ongoing professional development</p>	<ul style="list-style-type: none"> ● Professional Development Days per year: ● 08/30/22 Math Professional Development ● 09/21/22 - 09/22/22 Math Professional Development by grade level teams ● 09/27/22 (or 09/28/22) Math Professional Development ● 10/10/22 Math Professional Development ● 11/1/22 Math Professional Development ● 11/29/22 Math Professional Development for Math Committee ● 1/23/23 Math Professional Development ● 2/20/23 Math Professional Development ● 4/21/23 Math Professional Development ● Weekly Grade Level Collaboration Time ● Literacy, Math and Facilitator Coaching ● Faculty Meetings, Webinars, book studies ● On demand PD Days with FIRST as needed for Literacy
<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 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 I 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 ● 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 Diagnostic Parent letters on progress and activities to support learning 3 times a year ● School/Parent/Student Learning Compact ● All Calls for communication

	<ul style="list-style-type: none"> ● 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 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 Universal Diagnostic placements, reading and math ○ Universal Oral Reading Fluency and Math screeners as needed based on other assessments ○ Progress monitoring AIMSweb Plus ● Intervention Team and Grade Level Collab Meetings ● Monthly data-driven MLSS meetings/Building Action Team meetings ● On-going development of priority standards in all content areas
<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) ● Use of Branching Minds to identify students in need of support and strategies ● 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>	See District Office Financial Coordinator