

2022-2023

Title I Schoolwide Program Plan for
Oconto Elementary School



Title I Schoolwide Planning Components

Year: Plan for 2022-2023

School: Oconto Elementary

District: Oconto

Principal: Ben Bourassa

Title I Director: Kim Baker

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Completed by Kim Baker

Schoolwide Since: 2014-15

School Demographics:

School

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

Enrollment

Oconto Elementary School has an enrollment of 365 for 2021-22. There has been a slight but continuous decline in enrollment over the past decade.

Ethnicity

The trends in ethnic groups at Oconto Elementary School have remained mostly stable for the past decade. The ethnic breakdown of Oconto Elementary School is as follows: 94.2% White, 1.3% Hispanic, 0.8% Black or African American, 1.0% American Indian, 0.3% Asian, and 2.5% Two or More Ethnicities.

Socioeconomic Status

49% of the students at Oconto Elementary School are economically disadvantaged. There is a trend of an increasing percentage of economically disadvantaged students from 37.9% in 2005-06 to 51.6% in 2018-19.

Students with Disabilities

14.8% of the students at Oconto Elementary School have some form of disability.

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
Ben Bourassa	Principal/Administrator
Kim Baker	Instructional Coach/Title I Director
Mike Westenberger	School Psychologist
Melissa Harley	Kindergarten
Ann Janda	Grade 1
Lisa Juszczak	Grade 2
Rhonda Ross	Grade 3
Michelle Breightenfeldt	Grade 4
Sheryl Hendricks	Special Education
Brook Youngs	Parent
Michael Werner	Community
Samantha Boucher	Community
Laurel Edwards	Community

Team Planning

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 Parent Meeting Flyer
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 TBD	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 Elementary Components of Schoolwide Plan

	EVIDENCE: What does that look like?
<p>Component 1: Needs Assessment</p>	<ul style="list-style-type: none"> ● OES Universal Screener i-Ready K-4, (Reading and Math), Forward Exam Grades 3-4, Fountas and Pinnell Benchmark assessments K-4, P4K PALS, Grade 1 PALS, Reading Curriculum Based Measurement (CBM) for fluency in grades 2-4, Number Sense Screener in grades 1-4 (AVMR) Add+VantageMR ● Surveys-School Climate Results ● Conclusions and strengths in programs currently in use ● OES Schoolwide Title I goals this year are: <ul style="list-style-type: none"> ● Priority Standards/Curriculum alignment ● Common assessments ● Writer's/Reader's Workshop PD - ongoing since 2021-22 ● Attend district trainings to prioritize building needs ● Implement 90 Day Plans ● Strengthen Tier 1 /universal instruction ● Implement evidence based instruction that supports learning for all students educational needs ● Clarify strategies, interventions, accomodations ● Prepare and implement Tier 1 tracking ● Emphasize student engagement with reading and writing

Component 2:
Schoolwide Reform Strategies

- Common writing curriculum in grades K-4, Lucy Calkins Writing Units of Study K-4
- Continued Reader's Workshop Model implementation/training K-4
- **Tier 1** Universal Instruction support
 - Intervention Literacy and Math Collaborative time agendas
 - Literacy and Math Interventionists involved with CESA 8 Math and Literacy Networks
 - 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
- Heggerty Phonemic Awareness: Daily explicit and systematic Phonological and Phonemic Awareness Lessons in grade 1

- **Tier 2** Evidence based strategies and interventions
 - Phonological Intervention: Remediation Plus, Remediation Plus Early Literacy, Phonics for Reading, Souday, Fast ForWord
 - Comprehension Intervention: Fountas and Pinnell Leveled Literacy Intervention, Corrective Reading - Comprehension Strand, Reading Assistant Plus
 - Fluency: Read Naturally, Leveled Literacy Intervention, Reading Assistant Plus
 - Math: Add+Vantage Math Recovery (AVMR) Assessment and Target, Do the Math
 - Progress Monitoring AIMSweb

- **Tier 3** Evidence based strategies and interventions
 - Increased frequency on Phonological Intervention: Remediation Plus, Remediation Plus Early Literacy, Phonics for Reading, Fast ForWord
 - Increased frequency on Comprehension Intervention: Fountas and Pinnell Leveled Literacy Intervention, Corrective Reading - Comprehension Strand
 - Increased frequency on Fluency: Read Naturally, Leveled Literacy Intervention

	<ul style="list-style-type: none"> ○ SPIRE for phonological awareness ○ Increased frequency Math: Add+Vantage Math Recovery (AVMR) Assessment and Target,AVMR, Math Recovery, Do the Math ○ 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, Writing and Math support as needed ● Maintain certification ● Notice of a teacher that is not highly qualified (Spanish translation) ● Highly qualified paraprofessionals (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: ● 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 PENDING ● 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 ● PD Days with FIRST as needed for Literacy ● Weekly Grade Level Collaboration Time ● Literacy, Math and Facilitator Coaching ● 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 support for Gr. K-4 and Math supports Gr. K-4. ● 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 online on district webpage ○ Oconto Title I brochure online on district webpage ○ Pizza Hut BOOK IT! Program ○ Veteran's Day Breakfast ○ Lions Club Vision screening ○ Open House Parent Volunteer Station ● OUSD Board Policy 2261.01 - Parent and Family Engagement in Title I Programs, located under Board of Education Policies ● Families and Parents links on OUSD website ● Implement Wisconsin RtI District-Wide Strategies for Meaningful Family Engagement ● Develop Planning Team for Schoolwide Plan ● Schoolwide Plan available to parents and community ● 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 Fun Fest/Literacy Event ● i-Ready Parent Letter on Diagnostics three times per year, and activities to support learning ● Title I Learning Compacts between Teacher-Family-Student ● All Calls for communications ● Student-Parent OES Handbook ● Provide all assessment results, district and statewide (i-Ready, PALS discussions during conferences, Forward Exam, and Fountas and Pinnell Benchmark data)
<p>Component 7: Plans for assisting students in the transition from Kindergarten to grade 1 elementary and grade 4 students to middle school grade 5.</p>	<ul style="list-style-type: none"> ● On Demand New Family Orientations ● Fall Open House ● 4K Transition <ul style="list-style-type: none"> ○ Parent Letter ○ Intervention students Spring meeting ● Middle School Transition <ul style="list-style-type: none"> ○ Parent Letter ○ Middle School field trip with grade 5 student visits.

	<ul style="list-style-type: none"> ○ 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/DLM Assessments ○ Math common assessments ○ Fountas and Pinnell Benchmarks ○ i-Ready Diagnostic placements, reading and math ○ 4K and 1st grade PALS ○ Kindergarten benchmarks for reading and math ○ Progress Monitoring AIMSweb Plus ○ Math AVMR assessment ○ District developing priority standards in Literacy Vertical/Horizontal by grade level. ● Intervention Team and Grade Level Collab Meetings/Agendas ● Collection of common data to pre-assess for all writing units of study and common post assessment scoring
<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 Equitable Multi-Level Systems of Support (MLSS) ● Beginning, mid year, and end of year data meetings with Collab teams and interventionists (Fall, Winter, and Spring District assessments) ● i-Ready individualized online lessons in reading and math for all students ● Tier I review of former grade level topics in Writing Units of Study, with differentiated instruction as needed ● Guided Reading in all classrooms for all students ● Personalized learning tiers for all students ● Branching Minds pilot 2021-22
<p>Component 10: Coordination and integration of federal, state, and local resources, services and programs</p>	<p>See District Office Coordinator</p>