

Title I Schoolwide Program Plan for
Oconto Elementary School



June, 2019

Title I Schoolwide Planning Components

Year: Plan for 2019-2020
School: Oconto Elementary
District: Oconto
Principal: Ben Bourassa
Literacy Coach: Kim Baker
Email: kim.baker@oconto.k12.wi.us
Address: 810 Scherer Avenue
Phone: 920-834-7808
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 had an enrollment of 395 in 2018-19. 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 2018-19 ethnic breakdown of Oconto Elementary School is as follows: 94.2% White, 1.3% Hispanic, 0.8% Black, 1.0% American Indian, 0.3% Asian, and 2.5% Two or More Ethnicities.

Socioeconomic Status

51.6% 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

17.7% 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	Literacy Coach/Title I Director
Mike Westenberger	School Psychologist
Melissa Harley	Kindergarten
Ann Janda	Grade 1
Lisa Juszczak	Grade 2
Rhonda Ross	Grade 3
Michelle Breighenfeldt	Grade 4
Sheryl Hendricks	Special Education
Tina Mossakowski	Parent/Community
Michael Werner	Community

Planning Team Summary

Meeting Dates	Agenda/Planning
September 26, 2018	Core Intervention Team overview
October 22, 2018	Compact (Staff, Parents, Students) 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
January 22, 2020	Annual Title I Meeting - had to be rescheduled due to parent conflicts
May, 2020 TBD	Needs Assessment Data Inquiry

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 ● Surveys-School Climate Results ● Conclusions and strengths in programs currently in use ● OES Schoolwide Title 1 goals this year are: <ul style="list-style-type: none"> ● Priority Standards ● Curriculum alignment ● Common assessments ● Writer’s Workshop PD - ongoing 2019-20 ● Develop district leadership team ● Attend district trainings to prioritize needs ● Implement 100 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 ● Social Media ● 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

- **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

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

	<ul style="list-style-type: none"> ○ 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: ● 08/12-15/19 Lucy Calkins Summer training ● 08/27-29/19 Professional Development ● 10/07/19 Professional Development ● 11/01/19 Professional Development ● 01/16/20 Curriculum Work ● 01/20/20 Professional Development ● 02/06/20 Curriculum Work ● 02/21/20 Professional Development ● 04/13/20 Professional Development ● 06/08/20 Professional Development ● Weekly Grade Level Collaboration Time ● Literacy and Math 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 supports 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 ○ Oconto Title I brochure ○ 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

	<p>I Programs, located under Board of Education Policies</p> <ul style="list-style-type: none"> ● 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. ○ 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</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

<p>instructional program.</p>	<ul style="list-style-type: none"> ○ 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
<p>Component 10: Coordination and integration of federal, state, and local resources, services and programs</p>	<p>See District Office Coordinator</p>