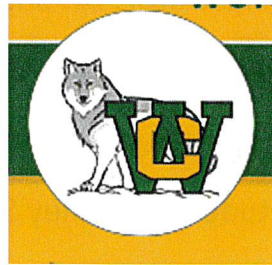


Wonewoc-Center  
Elementary/Middle School

Title I

School wide Plan

2021-2022



2021-2022

Wonewoc-Center Elementary/Middle School

101 School Road

Wonewoc WI 53968

608-464-3165

Fax: 608-464-3325

District Administrator: Dr. Sharon Ennis

Assistant District Administrator/6-12 Principal: Michelle Noll

Elementary Principal/Curriculum Director: Dr. Sharon Ennis

Dean of Students: Wesley Stuckert

School Board Members:

President: Duane Tracy

Vice President: Cory Wohlrab

Treasurer: Melanie Benson

Secretary: Nancy Dieck

Mary Shore Stout

Jon Woolever

ESEA Coordinator: Sally Thompson

Reading Specialist: Sally Thompson

School-wide Title I Development Committee

Name	Title	Signature
Dr. Sharon Ennis	District Administrator	
Michelle Noll	Assistant Administrator/Principal	
Sally Thompson	Title I Coordinator/District Assessment Coordinator	
Wes Stuckert	Dean of Students	
Louise Zirk	Title I Teacher	
Nancy Walker	Title I Teacher	
Melissa Herek	Title I Teacher	
Melissa Thompson	Kindergarten Teacher	
Meagon Shields	4 <sup>th</sup> Grade Teacher	
Belinda Gehri	MS/HS English Teacher	
Dawn Ertel	HS English Teacher	
Megan Danahy	Art Teacher	
Donella Bulin	Parent	
Deanna Moore	Parent	

Title I Plan Revision Timeline

Date	Method of Communication	Purpose
09/01/2021	Administrative Meeting	Revision of Plan Staffing Options/Testing Results/Needs Assessment
10/1/2021	Administrative Meeting	Develop Revisions- Including Curriculum Needs
11/01/2021	Title Meeting	Discuss the number students at risk including Private School Services
12/01/2021	Title Monitoring	Rewriting the Plan

01/01/2021	School Board Meeting	Present draft of rewritten plan
02/01/2021	Administrative Meeting	Present final plan
03/01/2021	Board Meeting	Present final plan
05/01/2021	In-service Days	Review and Revise Plan with the Team

Timeline for Reviewing and Up-dating School-Wide Plan

The School-wide Plan has been developed for 1 year and will be reviewed, and revised at the beginning, middle and end of each academic year as needed by a team of teachers, administrators, and parents.

Once all decisions are made, the School-wide Title Committee will then meet to discuss and review the plan as well as update the new plan according to revisions. The following form is an example of what will be used when reviewing and updating the school-wide plan on an annual basis. This form was created ensure that all revisions are clearly identified before they are inserted into the annual plan.

Reason for Revision	Date of Revision	Final Consensus on Revision
2013-2014 Original Plan Developed	09/01/2021	Updating Plan from the original development

Availability of Title I Plan

Our Title I School-wide Plan is available to all stakeholders upon request. In addition, the plan will be posted to our local school website.

Appropriate communication methods will be considered when sharing school information with parents with limited English and/or disabilities. Information will be provided in an easy to read format and assistance will be provided to understand their child's academic needs and progress. Interpreters and/or translated materials will be available in a practical manner when needed.

Students identified EL or special needs will be provided EL or special education services in our school.

### Comprehensive Needs Assessment

The Wonewoc-Center School District conducted 4 needs assessment surveys. Those surveyed were students in grades K-12, staff members of the district and community members.

The survey that was used was a modification of one that appears in WINNS on the DPI website. Approximately 80% of students returned the survey, 75% of staff members and 30% of the community members.

Our middle school survey indicated the following positives regarding the Elementary School.

- They feel they are safe in school.
- They like school.
- My teacher cares about me.
- The Principal cares about me.
- They feel their teacher is a good teacher.
- They are treated fairly by teachers.
- Their families believe they should do well in school.

Areas of concern:

- The feeling that they don't belong.
- They don't have choices in what they are learning.
- They have too much homework.
- Not all students are friendly.

Staff Survey-Approximately 75 of the staff surveys were returned. Staff members listed the following things as positive about the Wonewoc-Center Middle School:

- They feel they belong.
- The staff care about each other.
- They have the opportunity to think for themselves.
- They love to see the results of academic growth of their students.

- Learning improves when students feel they are in a safe environment.
- Teachers address student learning styles.
- Learning improves when there are effective parent contact.
- Teachers believe:
  1. All students can learn.
  2. Instruction programs can be challenging.
  3. Students have an environment where they all can learn.
  4. Quality work is expected of them.
- They believe that student achievement increases with hands-on experiences, through professional development, integrating across curriculum, cooperative learning.
- Learning can be fun.
- I'm clear on what my job is.

The following are identified as items that teachers disagree with:

- Morale is high.
- Vision for the school is shared through teachers, administration, and community.
- There is clear communication between teachers, administration and teachers, school board members and staff, school board members and administration.
- Consistent grading.

Areas that teachers and support staff need support:

- How to make learning fun.
- I work with people who do not listen. I have ideas about how things or I have ideas about things that could be done better.
- I am an effective teacher for students with disabilities.
- I am in need of ways to assess students.
- How to better communicate with parents.

Community Survey:

Positives:

- The school welcomes guests and parents.

- The school has good communication, including the WC website and Facebook pages.
- The community is proud of the school
- Wonewoc-Center provides a safe school.

Needs improvement:

- Parents and coaches work in the best interest of student athletes.
- Identifying good quality performances in all areas other than just sports.
- Staff who criticize students too harshly.
- More classes available to the students. Especially those categorized as electives.

Academic Needs Assessment:

MAP test

Wonewoc-Center School District administers MAP test 3 times a year, fall, winter, and spring. Staff members analyze results after each testing cycle. Parents are notified of the results through the mail and parent/teacher conferences. Students in grades Kindergarten through 10<sup>th</sup> grade take the MAP assessment.

Fall 2021 results. The table shows the number of students who participated in the testing and those students who fall below the 40<sup>th</sup> percentile.

Grade	Number tested	Number of students below the 40 <sup>th</sup> percentile <b>Math</b>	Number of students below the 40 <sup>th</sup> percentile <b>Reading</b>	Number of students below the 40 <sup>th</sup> percentile <b>Language Arts</b>	Number of students below the 40 <sup>th</sup> percentile <b>Science</b>	Number of students with <b>Special Education</b> or <b>EL</b> status
Kindergarten	21	4	4	n/a	n/a	9(special)
1st	26	3	3	n/a	n/a	5 (special)
2nd	21	8	9	6	n/a	1(special) 1 (EL)
3rd	22	8	10	4	3	4 (special)
4th	21	7	8	9	6	1 (special)
5th	26	10	13	7	9	4 (special) 1 (EL)

6th	24	12	9	9	5	2 (special)
7th	23	9	10	9	8	6 (special)
8th	20	7	5	4	4	2 (special)
9th	34	6	4	3	3	2 (special)
10th	33	12	6	8	3	4 (special)

This fall data indicated that more support was needed at the elementary and middle school level. The Wonewoc-Center School District hired additional Title I staff. Increasing the support from 2 teachers to 3. The data also indicated that Reading and Math support was equally needed. Previous Title support consisted of Reading support, now the program includes Math support as well. The data also indicated the need for paraprofessional support was needed in each classroom. Additional paraprofessionals were hired. Previously the district had 6 paraprofessionals we have now increased that support to eleven. The computerized intervention program that the district has had in different capacity regarding reading and math interventions was also increased from, Math only support in grades K-5, to Math and Reading support in grades K-8.

#### School Wide Reform Strategies

This year the focus of school improvement will be two-fold; support students in grade Kindergarten through 8<sup>th</sup> grade with additional Title I support, and increase the online component of Edgenuity to include both Reading and Math in grades K-8.

The Wonewoc Center School District has used the Wisconsin Common Core Standards to establish grade level curriculum. Students in grades PreK-5 use the scientifically researched based program Wonders Reading and MyMath. Curriculum for grades 6-12 include Pearson Reading and MyMath. All are produced by McGraw-Hill.

Setting high standards and enriching our curriculum with research-based methods and techniques will contribute to students achieving academic success. The approaches we will use to address the needs of all children in the school, particularly the students having difficulty demonstrating proficiency relating to the Wisconsin Common Core State Standards are as follows:



Data analysis of assessment results.

- MAP
- Wisconsin Forward Exam
- Pals (Phonological Awareness Literacy Screening)
- ACTaspire
- ACT
- ACCESS for English Language Learners
- DLM (Dynamic Learning Map)
- Easy CBM (Progress Monitoring Tool)

Opportunities of vertical planning will be provided across grade levels in an effort to examine student's assessment data. This will support effectively implementing the Standards throughout the school and provide for consistent preparation for fluid student transitions. PLCs (Professional Learning Communities) are formed. PLC groups will meet on in-service days. Needs assessments and surveys will drive the agenda for the PLC groups.

Areas include:

- Creating and monitoring student progress through effective assessments.
- Monitoring subgroup data throughout the year.
- Differentiating instruction and assessments for all learners.
- Using higher-level performance tasks in core subject areas.
- Use higher order questioning and strategies.
- Use small group guided reading during the regular reading segment and needs based instructional time. These small groups can and should include support from the paraprofessionals and Title I staff.
- Determine reading levels of students in grades K-8.
- Gender bias.

In an effort to increase the amount and quality of instruction, Wonewoc-Center will implement the following practices and programs:

- Response to Intervention and Individual Education plans that are used to target students' specific needs.
- Intervention or support time scheduled every day.

- Implementation of best practices.
- Implementation of research based strategies.
- Summer school and after school programs offered for students who fall below benchmark.
- Exploratory classes offered to students in grades 6-8.

### Reading Reform Strategies

- A designated 90 minute uninterrupted block for reading with Title and paraprofessional support during that time periods will be established with an additional 30 minutes within the day. Effective methods of instruction along with research-based methods will be used. Examples of instructional methods may be but not limited to:
  - Literature Circles
  - After School tutoring
  - Modeling
  - Small and whole group instruction
  - Centers
  - Direct instruction

Students at the Wonewoc-Center Elementary and Middle School will receive intervention based on the Wisconsin Response to Intervention model. Based on the RtI Model students will receive an effective classroom instruction that meets the needs of all students, universal screen, tiered system of instructional support and interventions, and student progress monitoring.

#### Tier 1

All students in grades PreK-2 will be assessed through PALS at the beginning and end of the school year. Those students who did not meet benchmark with the fall testing will be assessed at midyear. All new students will be assessed at midyear.

Teachers will use scientifically researched based materials for instruction.

#### Tier 2

Students who are below the fall benchmarks in PALS or MAP will be moved into a Tier 2 intervention that will include small group work to reinforce classroom

material. Tier 2 will be completed with Title I staff. Additional resources may be used for instruction and intervention in Tier 2.

### Tier 3

Students will be assigned 8 weeks of an intense one to one intervention with weekly monitoring of progress. This intervention will be done through Title I staff.

#### Math Reform

A 55 minute block of math in the elementary with in class support from Title I and paraprofessionals will be implemented. Scientifically researched based curriculum will be used. Instructional methods that will or maybe used are:

- Hands on Learning
- Manipulatives
- Math Journals
- Modeling
- Cooperative Learning
- Small groups

Students below benchmark will be established and procedures through the Tiered system will be the same.

#### Technology

Wonewoc-Center School Districts provide one to one devices for the student body. A variety of software programs are available to students for both Math and Reading. Examples of these programs are: Reflex Math, Edgenuity, Wonders Technology Suite, and Accelerated Reader. All the technology needs are supplied by Dependable Solutions.

#### Subgroups

Wonewoc-Center is a small rural school district with 91.9% of the students identifying as white. Subgroups include: Students with disabilities (14.6%), students that are economically disadvantaged (56.1%), English Learners (.9%), Black or African American (1.2%), Hispanic or Latino (1.8%), Native Hawaiian or Pacific Islander (.9%) and two or more races 4.2%.

#### Highly Qualified Staff

Wonewoc-Center School District is proud to have highly qualified staff, both certified and non-certified. Our highly qualified staff consists of approximately 40 certified personnel holding a Bachelor’s Degree or higher. One hundred percent of our staff is teaching in their area of certification. The district employs 11 high qualified paraprofessionals.

Staff	Position
Kristi Hill	PreK teacher
Melissa Thompson	Kindergarten
Amanda Duley	1 <sup>st</sup> Grade
Madeline Benson	2 <sup>nd</sup> Grade
Nicole Halverson	3ed Grade
Meagon Shields	4 <sup>th</sup> Grade
Laurie Osborne	5 <sup>th</sup> Grade
Belinda Gehri	MS/HS English
Mary Hoof	MS/HS History
Greg Boulanger	MS/HS Math
Stephaine Baker	MS Science
Megan Danahy	Art
Leigh Winkler	Choir
Stacey Clark	Band
Wendy Tiesing	Special Education
Wes Stuckert	Elementary and Adaptive PE
Tory Needham	MS/HS Phy Ed
Dawn Ertel	HS English
Jason Winchel	HS Math
Dion Grisar	HS History
Palmer Schroeder	Business
Peggy Bradley	Spanish
Jon Baker	HS Science
Jackie Miller	Agriculture
Jeff Wafle	Tech Ed/ Welding

Tom Schraufnagel	Tech Ed/Wood working
Nancy Walker	Title
Louise Zirk	Title
Melissa Herek	Title/Media Specialist
Keely Bauer	Speech Pathologist
Marie Vitcenda	School Phycologist
Dr Ennis	Teacher Assistance Teacher
Michelle Noll	Driver's Education Teacher
Kelli Savage	Guidance
Richard Sheahan	Paraprofessional
Kaitlin Brockman	Paraprofessional
Jamie Madsen	Paraprofessional
Ciara Benish	Paraprofessional
Lynell Fry	Paraprofessional
Jennifer Preuss	Paraprofessional
Stephanie Kelly	Paraprofessional
Kelly Weiland	Paraprofessional
Josh Ohrt	Paraprofessional
Chanda Chevevold	Paraprofessional
Jenni Bilek	Paraprofessional
Jodi Weldy	School nurse
Morgan Preuss	School Bookkeeper

The staff is dedicated to enhancing the educational and emotional progress of each child by attraction high quality teachers to the district. High academic expectations, positive self-esteem and responsible citizenship are established goals. Active participation in learning, discovery through inquiry, and development of higher order thinking skills are fostered so children experience personal success.

The Wonevot-Center School District has an established mentoring program that is designed to support first and second year personnel. Staff new to the district are assigned a mentor who shares a similar position.

The Wonewoc-Center School District has adopted policies relating to the hiring of high quality, highly qualified employees. Certification requirements are expected but also promoted within the district. Tuition for high need positions is supported by the district and school board. Teachers interested in receiving additional certifications or initial certifications are financially encouraged. The district has adopted the “grow your own philosophy”. Many current teachers in the district, graduated from the Wonewoc-Center High School. All proposals are presented to the school superintendent and then the school board. All positions are posted on WECANN and the school website.

### Professional Development

At the Wonewoc-Center School District, a learning community is maintained throughout the school year through a variety of professional development opportunities. Our entire staff has the opportunity to participate. Opportunities are available through CESA 4, DPI, McGraw Hill, NWEA, Universities, publishers and the State of Wisconsin. Staff are encouraged to plan their own professional goals and seek out opportunities that match those goals. District and school level professional development opportunities are available through the scheduled in-service days.

The Wonewoc –Center School District provides funds for professional development opportunities, mileage, and hotel accommodations for all employees. In addition the district has paid for employees to gain additional certifications if the district is in need of the certifications or it is used to improve the teaching position as a whole.

Staff surveys are taken periodically to identify areas that teachers would like to gain more knowledge. Informal walk-throughs are used to monitor the impact of professional development on classroom practices and student achievement.

Wonewoc-Center School District has employees keep a professional development log through the Educator Effectiveness database.

### Highly Qualified Teachers to High-Need Schools

Wonewoc-Center School District is fortunate to have a low rate of teacher turnover. However with the teacher shortage the district is starting to experience areas that are becoming increasingly difficult to fill.

Current Strategies to attract and keep highly qualified staff include:

- Signing bonus.
- Keeping the building clean, safe and up to date.
- Competitive wages with neighboring districts.
- Current research based resources.
- Title and para professional support.
- Clear expectations.
- Mentoring Program.
- Small classroom numbers.
- Up to date technology, including one to one devices for the students.
- Education opportunities

### Parental Involvement

The Title I annual meeting is held annually at the open house. Information regarding the school wide Title program is available to all parents. Information brochures are included in the back to school family folders. Title staff is available to meet with parents during scheduled parent/teacher conferences held throughout the school year.

Communication between teachers and parents is important for student success. Teacher/Parent/Student compacts are signed and discussed with parents at the open house, annual meeting and parent/teacher conferences. Other forms of communication can include daily agendas, newsletters, phone calls, the school website, the school Facebook page, Skyward, and Skyward alerts.

Family events offer parents the opportunity to interact with their children in the school environment. Parents and students participate in a variety of learning activities. The focus of events offered by the school is based on parent input in support of the priorities and goals of the school leadership committee. An evaluation of the program is offered to parents at the end of each school year.

Events for parents, teachers and students:

- Parent/teacher conferences
- Grandparent's Day
- Veteran's Day program

- Concerts
- Fine Arts Night
- Science Fair
- Field Trips
- School Volunteers
- Parent Workshops
- Guest Speakers

### Transitioning

The Wonewoc-Center District host a Child Find day in the spring of each school year where parents are able to bring their child to school if he or she is turning 4 before September 1 of the following school year to be screened before enrolling in the 4K program. The district offers screenings for any child in the district who will be turning 3 before September 1 of the upcoming school year for children to be eligible for the Early Childhood program. Wonewoc-Center works in tandem with the local counties birth to 3 programs as well to identify children for the Early Childhood program.

Transition from 4K to 5K consists of a day where the 4K student becomes part of the Kindergarten classroom. This is their opportunity to be part of the daily routine of the Kindergarten class. This same transition routine is part of the plan for 5<sup>th</sup> graders entering the middle school and 8<sup>th</sup> graders entering high school. The 5<sup>th</sup> and 8<sup>th</sup> graders are teamed up with a student in the proceeding grade and shadows the student throughout their school day. This enables the transitioning student the opportunity to meet the teachers and familiarize the transitioning student with the layout of the environment and schedule.

The school counselor also meets with students in large groups as well as one to one for class selection and career planning.

### Parent Organization

The Wonewoc-Center Booster Club-The WC Booster Club helps support athletics at our school. We also offer other school organizations the chance to raise money thru working concessions. We are always looking for more members.



The Wonewoc-Center FFA-The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Wonewoc Center PTCO-The Wonewoc-Center PTCO (Parent-Teacher Community Organization) is an organization whose purpose is to strengthen, enhance and encourage the educational and social environment of Wonewoc-Center schools.

### Career Based Learning Opportunities

- **Volunteers/Presentations/Advisors:** Share what you do with students during career days or as part of a classroom presentation.
- **Job Shadows:** Individual/Group experiences (2-4 hours) that provide a broad overview of the careers available in a specific organization.
- **Mentorship:** Provides a prolonged exposure to one or more organizations within a student's area of interest. Unpaid, includes observation and/or project-based work.
- **Service Opportunity:** Unpaid work experience and/or project based service opportunities.
- **Co-op:** Paid and supervised work experience. This is often a student's first experience in the world of work.
- **Internship:** Paid/Unpaid work experience within a student's areas(s) of interest.
- **Youth Apprenticeship:** Wisconsin's nationally recognized paid 1-2 year mentorship program. Program structure provides flexibility on youth labor restrictions.

