

Title I Schoolwide Program Plan for

Seneca School District

Revised in the spring of 2023 for the 2023-2024 School Year
(Seneca School District has been Schoolwide Title I since 2009)

“Over 100 years of Excellence in Education”

School District Information

School District: Seneca School District
School Address: 202 Main Street, PO Box 34, Seneca, WI 54654
District Phone Number: (608) 734-3411
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District Administrator: Mr. David Boland
District Administrator's Email: dboland@seneca.k12.wi.us
Title I Coordinator: Mrs. Kelsey Kleven
Title I Coordinator's Email: kkleven@seneca.k12.wi.us

Schoolwide Title I Planning Team

District Administrator: Mr. David Boland
Elementary Principal: Alex Osterkamp
Title I Coordinator/Reading Specialist: Mrs. Kelsey Kleven
School Psychologist: Mr. Jesse Jackson
Kindergarten Teacher: Miss Madalyn Welsh
1st Grade Teacher: Mrs. Shannon Kriel
2nd Grade Teacher: Mrs. Michaela Boone
3rd Grade Teacher: Miss Lacy Walters
4th Grade Teacher: Ms. Bridgett Kramer
5th Grade Teacher: Mrs. Kari Opprieht
Middle School Teacher: Mrs. Jeanette Hawkinson, Mrs. Carolynn Hammel
High School Teacher: Anna Janousek
Special Education Teacher: Mrs. Nikki Osterkamp
Paraprofessionals: Deb Varo, Erika Clark, Savanna Cauffman
Parents: Tabitha Benzing, Britney & Derrick Joy, Maggie Payne, Terri Payne, Jessie Hansel, Jamie Opprieht, and Tiffany Green

Planning Process

The following table summarizes the steps and activities of our planning process. Staff meetings, inservice hours, and additional planning meetings provide opportunities to develop this plan. Staff meetings, school newsletters, the district website, the district Facebook page, and family nights provide opportunities to inform and receive input from stakeholders.

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Events/Meetings (check all that apply)		
		Planning Team	Staff	Parents
Aug 2022- May 2023	facilitated monthly meetings with the classroom teacher to discuss student progress and determine appropriate instruction		X	
May 2023	teacher survey and annual review meeting conducted	X	X	
May 2022	parent survey and annual review meeting conducted	X		X
Fall 2022 Winter 2023 Spring 2023	reviewed needs assessment with classroom teachers and determined what students are in need of Title I support	X	X	
Aug 2022	inservice		X	
May 2022	teacher survey and annual review meeting conducted	X	X	
May 2022	parent survey and annual review meeting conducted	X		X
2021-22	regular RtI (response to intervention) meetings that include data analysis, reviewing student interventions, etc ...		X	
Fall 2021 Winter 2022 Spring 2022	reviewed needs assessment with classroom teachers and determined what students are in need of Title I support	X	X	
Aug 2021	inservice		X	

Comprehensive Needs Assessment

Seneca School District is located in southwest Wisconsin in Crawford County. The District lies in portions of the following townships: Seneca, Eastman, Utica, Freeman, Haney, Lynxville, and Mt. Sterling. The towns of Seneca and Lynxville lie entirely within the District, as does part of Mt. Sterling. The school is located at one site, with the elementary in one building and the middle school/high school in another. There are 250 total students in the school, including 102 in the elementary, 52 in the middle school, and 96 in the high school. Currently, there are 18 special education students in the District; 8 in the elementary, 3 in middle school, and 7 in the high school. The school employs 26 teachers, and 14 support staff.

The economically disadvantaged rate school wide is 61% (elementary at 35%, middle school at 38%, and high school at 48%). According to the 2011 poverty numbers, the school has the 20th highest poverty rate in the state, with 25.7% of the students aged 5-17 living in poverty. According to the Crawford County Comprehensive Plan, Crawford County's per capita income ranked 65th out of the 72 counties in Wisconsin in 2006. Also according to that resource, about 13% of the County's population have Bachelor's degrees or higher, as compared to the state average (22.4%) and national average (24.4%).

The Seneca School District has provided over 100 years of excellence in education and it is their goal to continue to strive for excellence.

Student Achievement

- Student achievement is determined through data collected from PALS (Phonological Awareness Literacy Screening), earlyReading screener, MAP (Measures of Academic Progress), Forward Exam, DLM, ACT Aspire, ACT, Teacher Observation and Data Analysis
- District strengths include testing analysis, state report card data analysis, curriculum/program updates, and parental communication.

Professional Development

- Professional development is determined through teacher input, analysis of testing data, and ongoing trends (i.e. technology, curriculum, school safety)
- School staff consults with CESA 3 personnel, attends workshops, and networks with other teachers in order to identify strategies and programs to assist students in developing skills to become contributing citizens in our society.

Curriculum & Instruction

- Curriculum and instruction evaluation is ongoing. Student achievement on district and state mandated assessments, as well as teacher feedback, are part of the criteria considered when considering curriculum and instruction improvement.

Family and Community Involvement

- Family and community involvement is analyzed through parent surveys, a community listening session in the spring, parent/family nights throughout the year, and parent-teacher conferences.

Goals (SMART) based on the needs assessment and prioritization:

1. Increase parent, family, and community participation by offering a variety of opportunities to be involved in the school.
2. The Title I teacher will meet monthly with each classroom teacher to analyze student progress and review intervention strategies/programs.
3. Teamwork to transition the new Title I Coordinator into the school district.

Schoolwide Reform Strategies

The learning methods used to strengthen the core academic program include:

- Student pull out for small group intervention
- AmeriCorp Reading Corp Tutor services for grade K-2
- RYP (Reach Your Potential) - after school academic assistance for grades 6-12
- Reading Intervention Programs: FastForward, SRA - Corrective Reading, Read Naturally, IXL, Edgenuity, Really Great Reading Phonics, Wonders, and Reading A-Z
- Ongoing evaluation of interventions, which includes teacher feedback and student success

Instruction by High Quality Staff

All Title I district staff are appropriately licensed, therefore are high quality staff.

Strategies to Attract High Quality Teachers

The district offers a competitive salary and benefits package that attracts and retains high quality teachers. The work environment is positive and supportive, which also retains quality teachers. The small community support is essential to school success, as well as the SEF's (Seneca Educational Foundation) support of resources for students and classrooms.

High Quality and Ongoing Professional Development

Professional Development opportunities are provided through CESA 3 on a variety of topics, including TEACH Grant workshops, as well as during district inservice at the beginning of the year, and early release inservice hours. District inservice training provides opportunities to address topics such as technology, safety, disaster, curriculum, student needs, etc.... The district RtI (Response to Intervention) team meets on a regular basis to address the needs of students and identify the goals of their learning.

Strategies to Increase Parental Involvement

- Parents are involved in designing the schoolwide plan by participating in informational and planning meetings, as well as attending parent teacher conferences and responding to the parental survey.
- Parents are involved in the implementation of the schoolwide plan by participating in reading incentive programs with their children, district book fairs, organized family events (such as literacy nights and the fall festival), interacting with the district website, monthly newsletters, and participating in the parent meeting at the beginning of the school year.
- Parents are involved in the evaluation of the schoolwide plan by participating in the parent survey, as well as parent teacher conferences, and attending parent meetings.
- The parent compact sets the parameters for parent involvement within the district.
- Parent teacher conferences, parent meetings, classroom newsletters, monthly district newsletters, district website, beginning of the year Open House, informational literature (handouts), open communication with school and child's classroom teacher, provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress, and how to work with educators.
- The district provides materials and information for parents through parent teacher conferences, parent meetings, and updated resources on the school website.
- Training for school staff on the importance of parent involvement is provided through attendance at district inservices and CESA 3 workshops.
- The small school community allows for the ability to have fluid communication to provide connections for parents to other school programs.
- The district provides relevant and understandable information to parents through classroom newsletters, school website, parent meetings, and developmental literature.
- The district provides additional parental support through open communication with the district and child's classroom teacher, as well as the ability to request a parent-teacher meeting as needed.
- Support is provided to all parent groups (accessibility for disabled parents, LEP parents, parents of migratory children, etc ...) through offering varied meeting times, open communication with district and child's classroom teacher, and closely monitoring student academic goals.

Transition Strategies

The school district connects with preschool age children and new students in the following ways:

- Parent's Nights: In the recent past, the district held interactive parent nights with families who have children below school age. These sessions focus on language and early pre-literacy topics. Interactive stations are set up in the classroom that allow parents to try activities with their child. A staff member is available at each station to model and answer questions.
- Summer Literacy Sessions: An extension is offered to the Elementary's Summer Library hours and summer academic sessions are available as an option for parents.
- Child Development Screening: Held in the spring of each school year, the Child Development Screening allows parents to bring their child to school for a quick screening of their child's development, including a hearing and vision check.
- District Wide Open House: Prior to the first day of school, students and their families, as well as the community, are invited to the District Open House. This event provides students and parents an opportunity to meet their child's teacher(s) and become acquainted with the expectations for the new school year. The Open House also includes a 6th grade orientation to Middle School and a Lion's Club sponsored supper.

The school district provides preschool parents and/or preschool teachers with the following:

- 4K Activities and Communication: Completed activities are often sent home with an explanation sheet that describes which skills were practiced during the activity and why. Within the description there is often a "looking ahead" or "what's the next step" thought given to parents.
- Standards Training: Preschool Teachers attend workshops on the Wisconsin Model Early Learning Standards.

Teacher Participation in Making Assessment Decisions

- The school district uses multiple tools to monitor student progress and evaluate the efficacy of strategies that are implemented throughout the schoolwide program. The elementary staff members use PALS (Phonological Awareness Literacy Screening), MAP (Measures of Academic Progress), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Fastbridge Reading and Math screening tools, formal and informal teacher assessments, and Forward Exam (state mandated assessment).
- The middle school and high school staff members monitor grades every three weeks. Teachers review these grades, parents receive a copy of unsatisfactory grades, and students who have a failing or near failing grade for that grading period stay after school the following week for three days to work with the teacher to increase their grade. This strategy is identified as RYP (Reach Your Potential). The middle school and high school staff also use MAP (Measures of Academic Progress), Forward Exam (state mandated assessment), ACT, and formal & informal assessments to make decisions about student achievement.
- Teachers provide their input into decisions regarding the use of school-based academic assessments during on-going teacher inservices and staff meetings. Assessment information is shared at teacher inservices and parent teacher conferences.

Timely & Additional Assistance to Students Having Difficulty Mastering the Standards

Teachers are cognizant of their students' achievement and pride themselves in the ability to timely and efficiently identify concerns they have for their students that are having difficulty mastering the standards. Teachers analyze and discuss student data from PALS (Phonological Awareness Literacy Screening) and MAP (Measures of Academic Progress), as well as daily classroom achievement, to determine how best to meet student needs. Students who are identified as having difficulty mastering the standards are provided support through one on one individual instruction, intensive interventions for low readers during Tiered Reading time in the elementary, or small group work with a Title I teacher.

Coordination and Integration of Federal, State, & Local Funds and Services

In order to best meet the needs of the students at Seneca School, we use multiple federal, state and local resources. Utilization of resources is in compliance with federal requirements, including: internal and external audits, funds spent in designated areas, and common planning time at inservices.

Seneca School will utilize Title I resources to fund highly-qualified teacher salary and benefits, as well as additional support resources such as MAP, Edgenuity, Fastbridge, IXL, Reading A-Z, Vocabulary A-Z, Wonders, SRA Corrective Reading, and Jolly Phonics.

Dissemination, Review, and Revision

The Title I Plan will be reviewed and revised in the spring. It will then be available to teachers and administration upon request, as well as published on the district website.