



**LITTLE CHUTE**  
Area School District

**Title I Schoolwide  
Program Plan  
for  
Little Chute Elementary  
School**

**Updated February 2023**

## Table of Contents

<u>Schoolwide Planning Team</u>	3
<u>Planning Process</u>	4
<u>Comprehensive Needs Assessment</u>	5
<u>Schoolwide Improvement Strategies</u>	8
<u>Instruction by High Quality Staff</u>	9
<u>Strategies to Attract High Quality Teachers</u>	9
<u>High Quality and Ongoing Professional Development</u>	10
<u>Family Engagement</u>	10
<u>Transition Strategies</u>	13
<u>Timely and Additional Assistance to Students</u>	14
<b>Having Difficulty Mastering the Standards</b>	
<u>Coordination and Integration of Federal, State and Local Funds and Services</u>	15
<u>Dissemination, Review and Revision</u>	16
<b>Resources (Appendix)</b>	16

School District Name	Little Chute Area School District
School Name	Little Chute Elementary School
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#### **Schoolwide Planning Team**

Parents	Kelly Kolosso Shannon Pomeroy
Licensed Staff	Becky Ackermann, Librarian
Classified Staff	
Administrators	Angela Wachtel, Curriculum Director Melissa Yuska, Elementary Principal Rudy Botz, Elementary Assistant Principal
Title I Staff	Angela Sprangers, Reading Teacher Gretchen Maronek, Reading Teacher

# Planning Process

This schoolwide plan is designed around the “Ten Comprehensive Components of the Schoolwide Plan.”

## Schoolwide Planning Summary

The following table summarizes the steps and activities of our planning process. This includes planning team meetings, subcommittee work sessions, parent meetings, staff meetings, etc. where planning took place as well as other activities conducted that contributed toward the development of this plan (i.e. needs assessment data collection and analysis, inquiry process).

Meeting Dates	Agenda Topics / Planning Steps	Participants at Meetings (check all that apply)		
		Planning Team	All Staff	Parents
September PLCs	Data Dig / Needs Assessment	x	x	
September /Oct.	Set school and PLC goals and create plan	x		
October	Title Compact. Communicate with staff plan details and send to parents	x	x	
Throughout year	Family Engagement Strategies  <a href="#">Title Committee Meetings</a>	x	x	x
March	Family March Madness			
	Communicate with parents on plan details	x		x

## Communication Plan

### Processes and opportunities to develop the SW plan:

- Invited staff and parents to be involved in the SW planning team.

### Processes and opportunities to inform, solicit and receive input from stakeholders:

- Communicated with staff and parents on the plan details.
- Comprehensive Needs Assessment

## School Profile

Little Chute Elementary School (LES) is located in Little Chute Wisconsin. It has approximately 600 students and 80 staff.

In order to improve student learning, technology has become a very important part of our instruction. All of our classrooms have interactive ViewBoards and access to iPads and chromebooks to use on a daily basis within our classrooms. With support from our District Instructional Technology Team, we will be close to a 2:1 ratio for devices.

Another strength of our school is our parent involvement. Whether it is through the PTO or as a classroom or school volunteer, parents and guardians make a difference. Our PTO plans and holds fun events throughout the year, purchases supplies and technology, and funds school assemblies.

We offer a variety of programs. As part of their education, our students have opportunities to take part in choir concerts, field trips, assemblies, Boys and Girls Club, and S.W.A.T (Students with Assistance Training).

**Description of the process used to collect and analyze data and determine the highest priority needs across the Five Key Dimensions for Student Achievement: student achievement, school context & organization, professional development, curriculum & instruction, and family & community involvement.**

When?	Which?	Who?	How is it Used?
September, January, May	I-Ready Math I-Ready ELA SEL Survey	1-8 K-8 CT	Used to develop needs assessment for Title and Rtl in math; progress monitor students in intervention; informs curricular and instructional changes; assess teacher and building SLOs
September	Narrative Writing Prompt	1-4 CT	Assess all students. Interpret results to set instructional goals and guide PLC discussions.
September	Sight Word Check	1-4	Assess students not at M.

	AIMS Web		
September, January, May	Early Reading assessment	4K-2	Informs curricular and instructional changes; reported to DPI
September, January, May	MComp	1-4	<ul style="list-style-type: none"> <li>Assess all students. Determine Independent, Instructional and Frustration Level for all students. Enter Instructional level in ION.</li> <li>Interpret results to set instructional goals.</li> <li>Use results to guide future PLC discussions.</li> </ul>
September, January, May	Fountas & Pinnell	K-4 CT	<ul style="list-style-type: none"> <li>Assess all students. Determine Independent, Instructional and Frustration Level for all students. Enter Instructional level in Ion.</li> <li>Interpret results to set instructional goals.</li> <li>Use results to guide future PLC discussions.</li> <li>Used to develop needs assessment for Title and</li> <li>Rtl in reading; progress monitor students in</li> <li>intervention; provide targeted instruction to</li> <li>small groups for literacy workshop; provide</li> <li>students with appropriate reading materials;</li> <li>informs curricular and instructional changes;</li> <li>assess teacher and building SLOs</li> <li></li> </ul>
December - January	ACCESS	EL Teacher	<ul style="list-style-type: none"> <li>Used to develop Individual Language Plans for</li> <li>English Language Learners; reported to DPI</li> <li></li> </ul>
March - May	Forward Testing DLM	3-4 CT	Used to develop needs assessment for Title and Rtl placement; informs curricular and instructional changes; reported to DPI
March - May	Dynamic Learning Maps	3-4	Used to develop needs assessment for Title and Rtl placement; informs curricular and instructional changes; reported to DPI
March/April	Brightbyte Survey	3-4	

# Comprehensive Needs Data Assessment

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

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- Data Sources Reviewed:**
- Admin data dig
  - Data Board Summary
  - See PLC SMART GOAL and SLO document

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>			
<b>Student Achievement</b>			
<b>School Culture and Climate</b>			
<b>Staff Quality/ Professional Development</b>			
<b>Curriculum, Instruction, Assessment</b>			
<b>Family and Community Involvement</b>			
<b>School Context and Organization</b>			
<b>Technology</b>			

## School Improvement Strategies

**Goal 1:** Every day a student will be recognized from every grade level for their positive behavior by having their name read over announcements and then the opportunity to choose a prize from our prize pockets in the main office.

**Goal 2:** In the area of comprehension of informational text, 64% of students in grades K-4 will be on grade level by the end of the 2022-2023 school year based on iReady diagnostic data.

Little Chute Elementary School has implemented a Balanced Literacy Model aligned to the Common Core State Standards in English Language Arts. Using a literacy workshop model, the literacy block includes:

- Reading workshop

- Read alouds
- Shared reading
- Guided reading/literature discussion groups
- Independent reading
- Partner reading
- Reading strategy groups
- Reading conferences
- Writing workshop
  - Using the Units of Study - Writing
  - Modeled writing
  - Writing aloud
  - Shared writing
  - Independent writing
  - Writing strategy groups
  - Writing conferences
- Word study
  - Units of Study Phonics program (K-2)
  - Phonemic awareness (Heggerty and Units of Study)
  - Vocabulary development
  - Sight word practice
  - Word patterns

In order to ensure our math curriculum aligns to essential math practices and updated standards, we evaluated our math curriculum during the 201-22 school year. Little Chute Elementary School has adopted Number Corner math, which is a component of Bridges, for grades K-2 and Illustrative Math for grades 3-5. Grades K-2 are piloting options to take the place of Math Expressions. For the next two years, elementary staff will be trained how to implement new curriculum and effective general math instruction practices as well as allow teachers time to provide interventions and enrichment to small groups.

## High-Quality Staff Instruction

All teachers at LCE are appropriately licensed and highly qualified. For LCE paraprofessionals who are not highly qualified, the school district will provide professional development that will meet the requirements for highly qualified paraprofessionals. The professional development will include:

- Effective prompting strategies for struggling readers
- Effective comprehension questioning before, during, and after reading
- Interactive writing strategies to work with struggling writers
- Using the writing curriculum for individual conferring
- Using effective problem-solving strategies with students struggling in math



## Strategies to retain and attract High-quality Teachers

The following strategies will be used to attract and retain high quality teachers:

- Provide opportunities for teacher input in compensation structures
- Utilize WECAN, local newspapers, the district website, and professional networks to advertise and attract highly qualified teachers
- Implement a mentorship program that includes quarterly support nights, classroom observations of mentor teachers, and mentor/mentee collaboration time
- Conduct a new teacher academy to onboard new teachers on new technology, teacher effectiveness, and building level initiatives
- Provide literacy coaching for new teachers on effective reading and writing strategies
- Ensure teacher input in hiring by having staff assist in interviewing applicants
- Ensure that all academic teachers receive high-quality professional development during the school year
- Provide extra support for teachers who are struggling through coaches, peers, and administration
- Promote quality, supportive leadership

## Professional Development

High quality and ongoing professional development will be provided at the district and building level in the following ways:

- Provide school year professional development days during the school year to deliver in-time training
- Provide before school year professional development days that include teacher work time to prepare for the school year, professional development, team collaboration, and building level planning
- Utilize online professional development for safety and energy conservation training
- Provide summer professional development based on district and building level improvement needs and teacher input
- District-wide, grade-level PLC meetings led by teacher leaders that include shared professional practice, shared vision setting, analyzing student work, and building a collaborative culture
- Monthly staff meetings that analyze student data and include professional development
- Building level and optional book studies focused on best practices in teaching
- Data team meetings every six-eight weeks to analyze student data and make decisions about instruction/intervention

## Family Engagement

Staff will develop ways to increase family engagement based on the DPI and DOE family engagement documents. They are:

- Literacy and math strategy nights to build capacity in parents to reinforce math and literacy practices
- Reimagine open house to treat parents as the experts of their children
- Gather information from parents about areas of expertise to make a “database” of parent resources
- Parents are involved in the educational process at FES through the following:
  - Newsletters
  - Parent-teacher conferences
  - Open house
  - Title I family nights
  - Parent survey
  - PTO
  - Involvement in Title I Schoolwide Planning Team
  - Volunteering/chaperoning opportunities
  - Art show
  - Multicultural night
  - Book fair
  - Concerts

## Title Policy

### **TITLE I PROGRAMMING Policy 342.5**

In an effort to help students master challenging curricula and meet high academic standards, the District participates in the federal Title I program.

The District schools that participate in the Title I program use either the school-wide model or the targeted-assistance model, depending on the school’s specific Title I plan structure.

The District Administrator, in coordination with the District’s designated Title I Coordinator shall have overall responsibility for monitoring both the success of the District’s Title I programming and the District’s compliance with the various legal requirements that apply to participation in the Title I program. The administration’s oversight responsibilities in regard to the Title I program include the following:

1. Ensuring District-level involvement in the planning, delivery, and regular evaluation of the Title I programs and services at individual schools. This includes ensuring that school-based plans, goals, and service initiatives are complementary to District-level plans, goals, and initiatives.
2. Ensuring the appropriate development, maintenance, dissemination, and periodic updating of a District-level Title I parent and family engagement policy, and verifying that the corresponding school-level parent and family engagement policies and compacts are in place.
3. Ensuring the establishment and implementation of procedures for providing parents and guardians with the various notifications required under the federal Title I laws and regulations, including an annual notification of this policy.
4. Structuring opportunities for the District to appropriately coordinate and collaborate with private schools and other entities providing educational services (e.g., early childhood development programs) in the community.
5. Providing the fiscal and operational planning and direction needed to ensure, to the extent required by federal law and applicable to the District, that there is an appropriate degree of intra-District comparability in teacher compensation and in the teachers, administrators, support personnel, curriculum materials, and instructional supplies that are provided to particular grades or schools.
6. Ensuring the appropriate documentation and reporting structures are in place to:
  - a. Monitor key compliance factors such as the District's maintenance of fiscal effort, the "supplement and not supplant" restrictions on the use of federal Title I funds, and, to the extent applicable, the intra-District comparability-of-service requirements established under federal law.
  - b. Facilitate the timely completion and submission of state and federal reports, applications, or other information that may be required or requested by state or federal officials in connection with the District's participation in the Title I program.
  - c. Appropriately track the allocation, distribution, and expenditure of Title I funds.

## Transition Strategies

LCE will use the following to facilitate the transition to kindergarten:

- Provide a voluntary half-day 4K program for families to prepare students for a successful transition to kindergarten
- Continuous public awareness activities, screening, and evaluation to locate, identify, and refer as early as possible all young children with disabilities
- Provide 4K screening for all students entering kindergarten and providing information to parents about the kindergarten program

LCE will coordinate with the Little Chute Intermediate School to provide the following transition services:

- Counselor Visit: Counselors visit 5th graders in May to talk about their upcoming middle school experience. They also will review the school wide expectations, incentive program, daily schedule, typical day of a 5th grader, and answer student questions.  
Timeline: May
- 5th Grade Visit to LCIS: All 4th grade students will visit for a half day of events. Students will have an opportunity to meet the 6th grade teachers, interview LCIS students, meet 5th graders, tour the building and learn more about the middle school expectations.  
Timeline: End of May
- Band Instructor Visits: The band instructor will visit each of the 4th grade classrooms to provide an overview of the different instruments available in KMS band.  
Timeline: Spring
- IEP Review/Revise Meetings: Students who have an Individual Education Plan (IEP) will have a review/revise meeting with their IEP team including elementary school special education teacher.  
Timeline: Spring
- Jump to the Middle: All incoming 6th grade students are invited and encouraged to attend a two day orientation program at the middle school. During the orientation students learn about their middle school teachers, engage in friendship building activities, learn how to operate and organize their locker, learn the layout of the school, review the student handbook, and much more.  
Timeline: August
- Parent Orientation: In August prior to the start of the school year, the 4th grade parents will be invited to LCIS to learn how to stay involved with their child's middle school experience (IC Access Gradebook, school expectations and discipline, camp, available opportunities)  
Timeline: August

## Timely Assistance to Students not Mastering Standards

LCE and the Little Chute Area School District use the following assessments to evaluate the efficacy of strategies implemented:

- iReady reading screener data
- iReady math screener data
- Fountas & Pinnell Benchmark Assessment
- Curriculum-based measurements in reading and math
- Early literacy screener
- Early math screener

Data team meetings are conducted periodically to analyze student data and make decisions about instruction/intervention. Teachers review reading, writing, and math assessment data from state and local assessment sources. They then discuss which students need more intervention or enrichment and design strategies and structures to provide interventions/enrichment to students.

**WIN time (What I Need):** each school has dedicated time to provide interventions and enrichment to students who need additional support. This starts with the classroom teacher reteaching important concepts or providing enrichment opportunities for proficient students. If students need more targeted support, they are discussed at an SST meeting to determine what support would be best.

SST meetings are conducted as needed to address specific student academic or behavioral concerns. Strategies and/or interventions are discussed and implemented to address these needs. When students are not making sufficient progress when receiving a Tier 2 intervention, a Student Support Team (SST) is convened to determine an appropriate Tier 3 intervention for more targeted support.

Student behavior is supported through a schoolwide behavior plan. Clear and consistent behavioral expectations are taught and reinforced at the universal level, and individual students needing more intervention are supported and monitored through a check-in/check-out system. School counseling services are provided to students through small group sessions and classroom guidance lessons. The school counselor also regularly participates in meetings regarding specific student needs.

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

In order to best meet the needs of the students at LCE, we use multiple federal, state and local resources. Utilization of resources is in compliance with federal requirements, including School to Work Opportunities Act, the Carl Perkins Vocational Act, and the National Community Service Act.

Funding Source	Funding Use
Fund 10 Personnel	Instructional staff (teachers and paraprofessionals), consumable supplies, technology, equipment, curriculum resources, professional learning
Title I, Part A	Instructional staff (intervention teachers), parent involvement, consumable supplies, intervention curriculum resources, professional learning, academic coaching
Title II, Part A	Professional learning and resources
McKinney–Vento Homeless Assistance Act	Transportation, supplies

## Destination, Review, and Revision

Details of the Title I Schoolwide plan will be shared with all Little Chute Elementary School staff at the September faculty meeting. Parents will be notified of the plan in the September newsletter and will have access to the document on the school district website. This plan will be reviewed each spring by a Title I Schoolwide committee composed of administrators, Title I teachers, classroom teachers, and parents. After reviewing the plan, necessary revisions for the following school year will be made and carried out.

[Title I School Agreement](#) We know that students learn best at Little Chute Elementary when everyone works together to encourage learning.

This pledge is a promise to work together as a team.

Together we can do it!

## Little Chute Elementary School Agreement

We know that students learn best at Little Chute Elementary when everyone works together to encourage learning.

This pledge is a promise to work together as a team.

Together we can do it!

Parents/Guardians	Student	Teacher
<p>I want my child to achieve; therefore, I will do my best to:</p> <ul style="list-style-type: none"> <li>● Help my child attend school regularly, on time, and come appropriately dressed.</li> <li>● Ensure that my child eats a healthy breakfast.</li> <li>● Provide necessary school supplies.</li> <li>● Review work completed in school.</li> <li>● Talk with my child every day about his or her school activities, and homework assignments.</li> <li>● Encourage my child to set and reach goals.</li> <li>● Support school rules</li> <li>● Communicate with teachers and attend conferences.</li> </ul>	<p>It is important that I do my best to:</p> <ul style="list-style-type: none"> <li>● Attend school regularly, on time, and appropriately dressed.</li> <li>● Come to class prepared with supplies needed.</li> <li>● Be responsible for my actions.</li> <li>● Complete class homework assignments.</li> <li>● Ask questions when I do not understand something.</li> <li>● Listen and follow directions.</li> <li>● Raise my hand to speak.</li> <li>● Speak politely and cooperate with others.</li> <li>● Keep my hands and feet to myself</li> <li>● Respect my parents, school staff, and other students.</li> <li>● Discuss with my parents what I am learning.</li> </ul>	<p>It is important that all students achieve, therefore, I will do my best to:</p> <ul style="list-style-type: none"> <li>● Create a safe and positive learning environment to promote academic knowledge and build self-esteem in my classroom.</li> <li>● Encourage good citizenship by showing that I care about and respect all students and appreciate individual differences</li> <li>● Communicate and work with families to support student learning.</li> </ul>
<hr style="width: 100%;"/> Parent Signature	<hr style="width: 100%;"/> Student Signature	<hr style="width: 100%;"/> Teacher Signature