

D.C. Everest School District
SCHOOL WIDE PLAN
As authorized under Title I

School Building Name: Weston Elementary School

School ID #: 4970-0120

District: D.C. Everest Area School District

Mailing Address: 5200 Camp Phillips Road

City: Schofield WI Zip: 54476

Principal: Kelly Ziegelbauer Phone: (715) 359-4181

E-Mail: kzielbauer@dce.k12.wi.us FAX: (715) 355-3726

New Plan: Yes

Initial Effective Date: August 1, 2008

Revision Date: October 2024

Non-Regulatory Guidance to assist in designing Schoolwide Programs is available at the following link:

<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

Assurance Agreement for Schoolwide Planning

The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning and criteria as outlined in section 1114 of the NCLB Act.

The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Dr. Casey Nye
Printed Name of Superintendent

Kelly Ziegelbauer
Printed Name of Principal

Signature of Superintendent

Signature of Principal

Date

Date

1. Schoolwide Program Planning Team

Schoolwide plans must be developed or revised with the involvement of the community to be served and the individuals who will carry out the plan. The planning team assumes responsibility for planning and implementing the schoolwide program in accordance with all applicable Title I rules and regulations.

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant)

Schoolwide Program Planning Team

<i>Printed Name</i>	<i>Representation</i>	<i>Roles/Responsibilities</i>
Required:		
Principal:	Kelly Ziegelbauer	Team Leader
Dean of Students:	Melinda Cartledge	Building Team Leader
Teachers:	Jacque Stashek	District Literacy Coach
	Amy Engebretson	District Math Coach
	Jake Hanke	Building Team Leader/Kindergarten Teacher Representative
	Katie Wochinski	Building Team Leader/Math Building Leader
	Heather Andreas	Building Team Leader/Reading Building Leader
	Terri Roth-Eckes	Building Team Leader/Third Grade Teacher Representative
	Heather Espeland	Building Team Leader/4th Grade Teacher Representative
	Lauren Doescher	Building Team Leader/5th Grade Teacher Representative
Parents & Community:	Lindsey Lewitzke	Parent-PTO President
Students (if secondary school program):		

IF Appropriate:		
Administrators:	Jeff Lindell	Assistant Superintendent of Curriculum and Learning
	Lisa Braun	MTSS Coordinator
<i>*Title Programs:</i>	Dr. Kelly Thompson	Director of Literacy, Curriculum, Assessment, and EL
<i>*Personnel</i>	Sarah Trimmer	Director of Talent and Culture
<i>*Title Programs</i>	Gina Lehman	Title IX, AODA Coordinator
<i>*Pupil Services Personnel:</i>	Amanda Decaire-Denk	Psychologist
	Julie Weller	Director of Special Education
	Gina Lehman	Director of Student Services

*Administrators of programs that are to be consolidated in the schoolwide plan.

B. Describe the process used to develop the plan, including information about meeting dates and agenda items/topics as well as future meeting dates.

This plan was developed with district-level administrators and building leadership team members through our annual data analysis process. School-wide goals for the 2024-2025 school year were developed in our annual data retreat meeting on 8/13/2024. During this meeting academic data was reviewed, school staff leaders discussed concerns, and a site plan was developed with school wide goals for academic improvement.

C. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan's development.

Development of this plan was communicated to the Weston Elementary School staff in staff meetings. District administrators are informed at the elementary school principal's meeting and the school board will be informed annually of our progress at attaining these goals at school board meetings. School Newsletter announcements, website postings and teacher notes and flyers are distributed to parents. We currently have a parent representative on our planning team as well.

2. Comprehensive Needs Assessment

The needs assessment includes all students attending the school (including taking into account the needs of migratory children) that is based on information which includes the achievement of children in relation to the state academic content & achievement standards, particularly in reading, writing and math. A brief description of the school attendance including any factors that affect student success should be included.

A. Provide a brief description of your school, your attendance area, and your community.

Weston Elementary School is one of 7 D.C. Everest Area School District elementary schools. We currently have approximately 525 students in grade 4K-5. Our free and reduced lunch is 60.2% of our student population (Oct. 2024). We have several special population programs at our school including English Language Learner (ELL) program, Multi-Categorical (MC) program, Emotional Behavior Disabilities (EBD) program, Intellectual Disabilities (ID) program, Occupational and Physical Therapy (OT/PT) services and Speech and Language (S/L) services.

Our student ethnic demographics for 2023-2024

Hispanic/Latino: 9.9%

Native Alaskan- Native American: 0%

Asian: 28%

Black/African American: 2.9%

White/Non-Hispanic : 54.3%

Native Hawaiian/Pacific Islander: 0%

Two or More Races: 3.8%

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, and students with limited English proficiency, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

After reviewing this information, program concerns were identified and program improvements/changes were recommended.

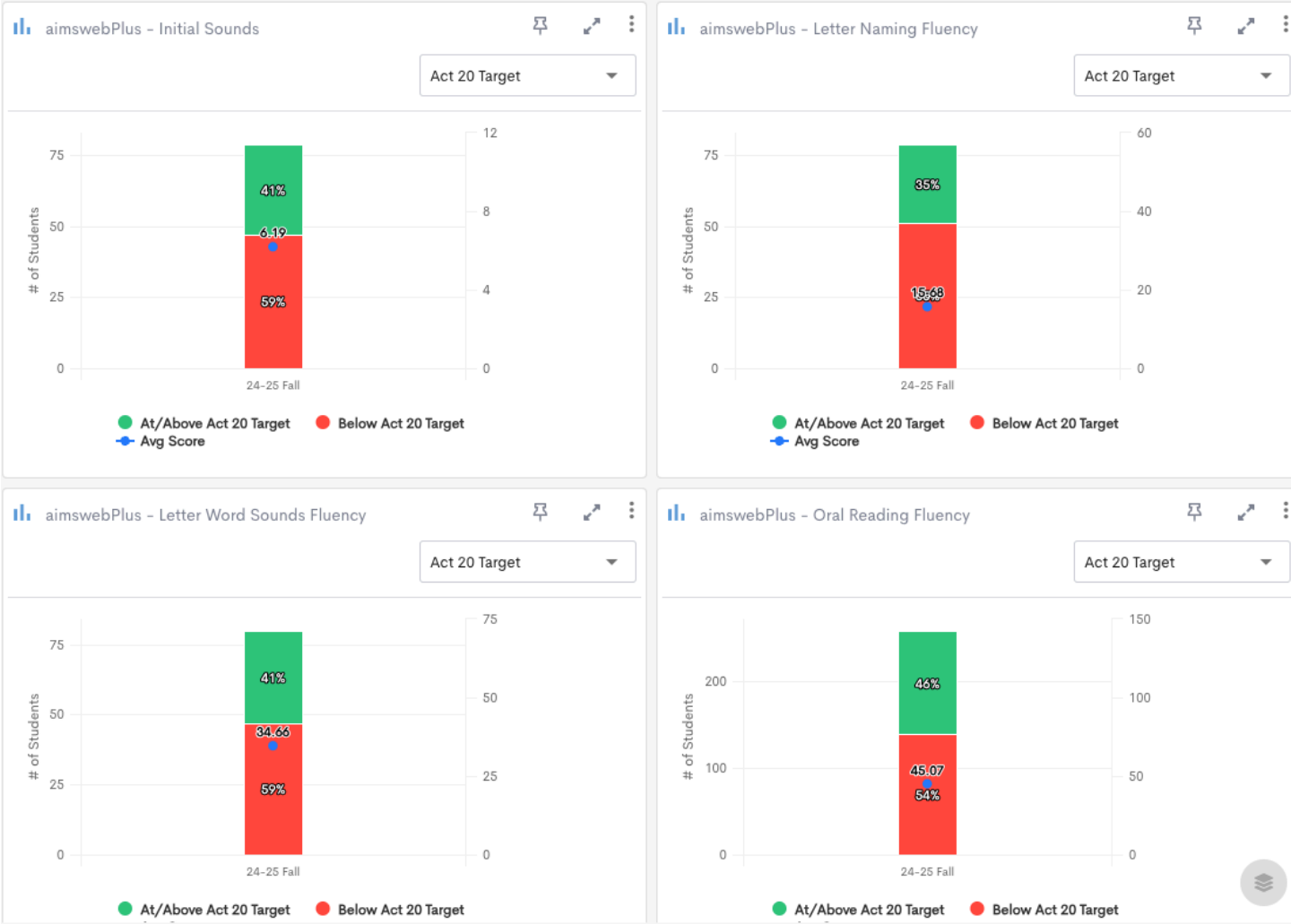
Literacy and Math Growth in 2023-2024

READING										
	20-21 Proficiency	21-22 Proficiency	22-23 Proficiency	23-24 Proficiency			20-21 Growth	21-22 Growth	22-23 Growth	23-24 Growth
All K-5	55%	60%	60%	63%		All K-5	124%	129%	130%	138%
K	97%	86%	85%	84%		K	139%	116%	127%	131%
1	66%	72%	75%	74%		1	124%	117%	123%	131%
2	39%	53%	51%	60%		2	103%	100%	110%	120%
3	44%	68%	73%	69%		3	102%	145%	181%	158%
4	31%	31%	38%	52%		4	105%	114%	125%	130%
5	49%	49%	43%	43%		5	205%	215%	150%	181%

MATH										
	20-21 Proficiency	21-22 Proficiency	22-23 Proficiency	23-24 Proficiency			20-21 Growth	21-22 Growth	22-23 Growth	23-24 Growth
All K-5	52%	63%	63%	66%		All K-5	114%	129%	123%	130%
K	84%	76%	79%	77%		K	144%	128%	131%	122%
1	63%	75%	59%	67%		1	134%	151%	119%	134%
2	34%	49%	53%	43%		2	108%	88%	85%	92%
3	33%	53%	64%	52%		3	80%	148%	137%	131%
4	51%	54%	55%	74%		4	113%	117%	117%	130%
5	46%	67%	67%	83%		5	122%	167%	189%	200%

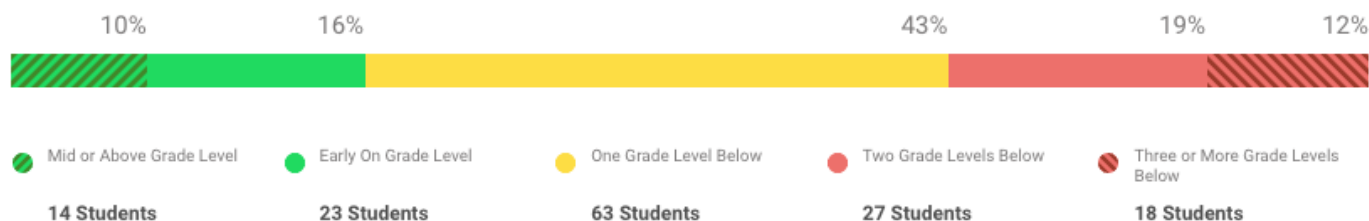
Literacy- Beginning of The Year 2025-2024

Kindergarten through 3rd Grade



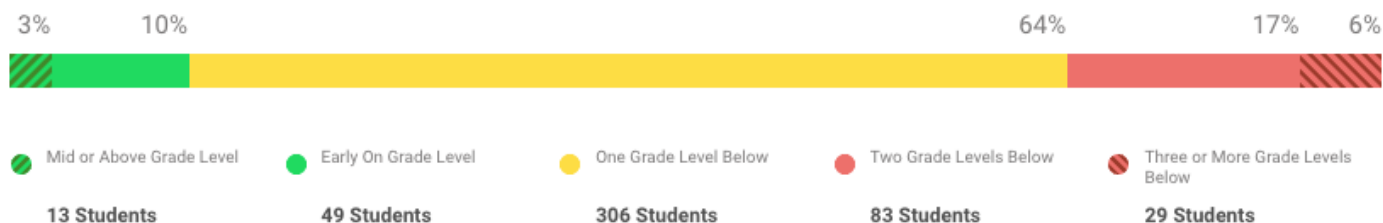
4th and 5th Grade

Students Assessed/Total: 145/494



Math-Beginning of The Year 2024-2025

Students Assessed/Total: 480/494



Needs Assessment: Student Selection

Students that are failing or at risk of failing to meet the state’s challenging student academic achievement standards are selected for Title I through a needs assessment process that prioritize students for service via a rank order:

Reading/Language Arts:

Students in grades K, 1, and 2 are identified and prioritized for intervention support services, including Title One support, based on:

1. AimswebPlus Universal Screener
2. Reading Corps Benchmarking assessment
3. Grade level expectations as noted in programs being used
4. Foundations Unit Tests
5. Other available local assessment data

Students who are below proficient who are receiving other reading services through other special programs need to be examined to see if additional Title I services are required.

Students in grades 3-5 are identified and prioritized for intervention support services, including tiered Title One support, based on:

1. iReady (Universal Screener)
2. Grade level expectations as noted in programs being used
3. Prior year teacher recommendation
4. Other available local assessment data

Students who are below proficient who are receiving other reading services through other special programs need to be reviewed to see if additional Title One services are required.

Math:

Students in grades K-5 are identified and prioritized for Title I math support services based on:

1. iReady (Universal Screener)
2. Add+Vantage Math Recovery Assessments
3. District Common Summative Grade-Level Assessments
4. Other available local assessment data

Program Description:

Title I Resources will be focused on K-5 Reading and K-5 Math. Resources will be used to accelerate targeted students as identified on a priority rank list using district screening assessments and state assessments. Resources will be used to move students from the developing or approaching grade level standards to meeting grade level standards. Title I Math resources will support the district's adopted curriculum as proficiencies using state and district assessments indicate need.

All students identified as below benchmark through our needs assessment process and provided services by a Title I teacher are considered Title I targeted students. Title I students may also be receiving additional reading/language arts instruction by other teachers/specialists: ID, EBD, MC, Literacy Support, etc. in a pull-out, collaborative teaching, or in needs based grouping model that directly benefits the participating Title I students. Students may be serviced in a variety of ways including co-teaching, pull-out or collaborative teaching in the classroom based on the needs and benefits to students.

* Title I personnel in a school-wide assistance school may collaboratively teach with classroom teachers if the collaborative teaching directly benefits participating Title I students. The setting can be self-contained or a departmentalized classroom at any grade level. Classrooms will have heterogeneously grouped students to promote equity. Subject areas are identified by the annual needs assessment. Multiple criteria for selection are used (needs assessment) to identify the targeted Title I students.

- The in-class model has several advantages, including:
 1. Maximizing student time on task
 2. Promoting positive self-image
 3. Increasing coordination with regular classroom universal curriculum
 4. Decreasing negative attitudes by students not in the program
 5. Increasing realistic grade-level expectations for the Title I teacher

6. Learning additional teaching styles and strategies
 7. Providing collegial support (strategies, meeting individual needs, best practices, etc.).
- Some of the challenges include:
 1. Scheduling (among classrooms, within a day or week)
 2. Transportation of materials
 3. Space availability in the regular classroom
 4. Scheduled collegial planning time
 5. Distractions from some students
 6. Keeping focus on goals for Title I students as a first priority

1. Wisconsin Title I Guidelines, Nov 10, 2006, page 90

In our school-wide Title I program, there are no designated Title I students. Supplemental instructional services are provided for all students considered at-risk and /or below proficiency as identified by their state, local and other assessments.

Special Education Students:

Children with disabilities are eligible for Title I, Part A services on the same basis as other children selected to receive Title I services. They cannot be denied Title I services because they are enrolled in one of the many special education programs. See page 92 of the 2006 Wisconsin Title I Guidelines for examples of service integration and staff assignments for children with disabilities.

C. Summarize the strengths and needs of your current educational program as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Priority	Summarize Strengths and Needs of Current Program <i>State in Measurable Terms</i>
High	<i>Student Achievement</i>
Reading Achievement Improvement	<p><i>Needs: The school needs improvement in our Wisconsin Forward Examination Scores based on the WI Standards for English Language Arts and National Associate of Educational Progress (NAEP) scores.</i></p> <p><i>Strengths: Closing Gaps Scores and On-Track/Post-Secondary Readiness Scores from School Performance Report (SPR)</i></p>
High	<i>Curriculum & Instruction</i>
Reading Achievement Improvement	<p><i>Needs: The school needs to continually improve Tier 1 instruction for all ELL students.</i></p> <p><i>Strengths: We have made progress towards this goal at all levels with staff development, teacher collaboration, and assessment training.</i></p> <p><i>Data Source: Staff Interviews/observations/Reach collaboration meetings</i></p>
Medium	<i>Professional Development</i>
Reading Achievement Improvement	<p><i>Needs: The staff needs more training in providing Tier 1 interventions and instruction for our ELL students.</i></p> <p><i>Strengths: Staff is providing interventions to students who fall below grade level on current Curriculum based measures (CBM). Staff has/is receiving LETRS reading theory professional development to assist using research-based instructional methods with students.</i></p> <p><i>Data Source: Staff Development schedule, teacher observations</i></p>
High	<i>Parent/Community Involvement</i>
Reading Achievement Improvement	<p><i>Needs: We will engage our ELL parents and families.</i></p> <p><i>Strengths: We have implemented a district-wide parent involvement committee and are developing a district parent involvement policy. This is done with individual parents based on individual need.</i></p> <p><i>Data Source: Staff survey</i></p>

Low	<i>School Context/Organization</i>
Reading Achievement Improvement	<p><i>Needs: To use assessment data to drive instruction and support for students' improvement.</i></p> <p><i>Strengths: Weston staff is currently using collaborative team meetings to analyze screening and assessment data.</i></p> <p><i>Data Source: Staff Interviews/observations/Reach collaboration meetings</i></p>
High	<i>Student Achievement</i>
Math Achievement Improvement	<p><i>Needs: The school needs to have 80% of students perform proficient or advanced on the Wisconsin Forward Examination Assessment</i></p> <p><i>Strengths: Closing the gap scores from School Performance Report (SPR)</i></p>
High	<i>Curriculum & Instruction</i>
Math Achievement Improvement	<p><i>Needs: The school needs to continue to implement scientifically evidenced interventions for tier 2 and tier 3 students.</i></p> <p><i>Strengths: We have made progress towards this goal at all levels with staff development, teacher collaboration, and assessment training.</i></p> <p><i>Data Source: Staff Interviews/observations/PLC collaboration meetings</i></p>
High	<i>Professional Development</i>
Math Achievement Improvement	<p><i>Needs: The staff needs more training in identifying areas of weakness for struggling math students to implement the correct tier 2 and tier 3 interventions.</i></p> <p><i>Strengths: Staff is providing interventions to students who fall below grade level on current Curriculum based measures (CBM).</i></p> <p><i>Data Source: Staff Development schedule, teacher observations</i></p>
Low	<i>Parent/Community Involvement</i>
Math Achievement Improvement	<p><i>Needs: We need additional parent input and feedback for our building and district instructional programs.</i></p> <p><i>Data Source: Staff survey</i></p>
Medium	<i>School Context/Organization</i>

<p>Math Achievement Improvement</p>	<p><i>Needs: There needs to be continued growth in coordination and collaboration within the building between intervention programs to facilitate collaborative in class instruction with Title I, Special Ed. and ELL staff.</i></p> <p><i>Strengths: Weston staff is currently using a collaborative team meeting and teaching model to reduce pullout and provide more connections within the instructional delivery.</i></p> <p><i>Data Source: Staff Interviews/observations/Grade level collaboration meetings</i></p>
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D. As a result of the comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed in the first year of the schoolwide plan. Include current baseline data and targets.

Priority Focus Area	Objective <i>State in measurable terms and include current baseline data and targets.</i>	Evaluation <i>Identify how you will determine whether your objective has been met. Include the data source and/or evaluation tools to be used.</i>
Reading	Improve Tier 1 instruction to all students	Rtl Intervention Data
Reading	Improve Collaboration Model for effective Team Meetings	Collaboration Model implemented
Reading	Increase overall reading score of ELL students	ACCESS and Rtl Data
Reading	Provide staff development to implement effective Tier 1 instructional practices-Wit and Wisdom and ongoing coaching.	District Staff Development Schedule
Reading	Obtain resources to implement program improvements – Decodable resources for classroom teacher – tier one	Inventory
Reading	Obtain resources to implement program improvements – Intervention programs-- Reading Teachers/Specialists – tier two	Inventory
Math	Provide a tier two and three Math Intervention Program K-5-AVMR.	Rtl Intervention Data
Math	Provide Staff Development in core curriculum and supplemental resources-ENGAGE NY.	District Staff Development Schedule
Math	Utilize an online data management system for effective Progress Monitoring	Through PLC meetings

3. Schoolwide Reform Strategies

The schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance by using effective instructional strategies that are based on scientifically based research, strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs of historically under-served populations.

- A. Explain the school's implementation of schoolwide reform strategies that will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Describe strategies that particularly meet the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

Weston Elementary School utilizes evidence-based literacy programs including rich teaching based on the science of reading. Direct instruction in foundational literacy skills such as phonemic awareness is present across grade-levels. Intervention programs are continually reviewed to assess their effectiveness. Specifically, all teachers of literacy in grades K-5, the Speech Language Pathologist, and Special Education teachers trained in the LETRS, which helps improve understanding of the science of reading. Weston Elementary School is planning on implementing in-class instruction with our Title I teaching staff. By using a collaborative team meeting and teaching model in our K-5 literacy instructional IE Blocks we are trying to reduce student pullout and increase effectiveness in our reading intervention programs. Interventionists will be providing targeted in-class instruction to students. *(Implementing In-Class Instruction For Title I Programs in Targeted Assistance a]Schools and School wide Programs, Distributed by the DPI Title I Team – Adapted from materials developed by Lou Emge from his work as a Senior Educational Consultant for Regional Technical Assistance Centers which serve Chapter I and Title I Programs).*

Student differentiation and modifications in tier one instruction are being explored and utilized. As a district, all students in grades K-5 will utilize Engage NY Math, as a curricular tool to implement and teach the Wisconsin Core Standards. Teachers trained in Add+Vantage Math Course 1 will provide Tier 1 support in grades K, 1, 2, 3, 4 and 5. Weston elementary school is planning on implementing in-class instruction with our Title I teaching staff. By using a collaborative team meeting and teaching model in our K-5 math instructional blocks we are trying to reduce student pullout and increase effectiveness in our math intervention programs.

- B. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, provide an enriched and accelerated curriculum and meet the educational needs of historically underserved populations.

Continued training and observation will be provided for teaching staff as needed in literacy development and english language arts. We will also provide staff development on effective interventions, progress monitoring assessment probes and data analysis of these probes. Staff will continue utilizing and receiving support in the implementation of Wit & Wisdom, evidence-based

strategies provided in LETRS professional development, Foundations, and Heggerty Phonemic Awareness Resource Lessons.

The D.C. Everest school district has provided inservice through organizations such as the Wisconsin Mathematics Council, Wisconsin State Mathematics Initiative, Ann Beninghoff Co-Teaching Model and the US Math Recovery Council. Staff will also be invited to attend AddVantage Math Recovery training. Currently, there are 23 teachers trained in Add+Vantage Math Recovery (AVMR) Course 1, 14 teachers training in AVMR Course 2, and 5 teachers trained in AVMR Fractions. Continued training and observation will be provided annually for teaching staff to improve instruction. Teachers in grades K-5 will also receive targeted coaching by an AVMR-trained mathematics coach.

C. Explain how the schoolwide reform strategies are consistent with, and designed to implement, the state and local improvement plans.

Our current building goals: In literacy, Weston Elementary students will increase their baseline reading proficiency by 3% from fall 2024 to spring 2025, utilizing AimswebPlus (K-3) and iReady (4-5) screener assessment tools and in math, Weston Elementary students increase proficiency from 66% to 68% for grades K-5 utilizing the iReady online screener assessment tool.

D. Describe intervention activities that will be in place that will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that students' difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of school wide programming.

Intervention programs being used with Tier 2 and Tier 3 students include (not an exhaustive list) Bridge the Gap, Rewards, Reading Simplified, SPIRE, From Phonics to Reading, Reading Corps, iReady intervention, small-group instruction, peer reading tutors, and other interventions as necessary.

4. Instruction by Highly Qualified Teachers

ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1111.

- A. Identify all paraprofessionals (regardless of funding source) employed at your school who provide instructional services to students. For each paraprofessional provide documentation to demonstrate that he/she meets one of the three criteria required under Title I law:
1. Completed two years at an institution of Higher Education (at least 48 semester credits), or
 2. Has an Associate's degree or higher, or
 3. Passed the district/state assessment and qualifications

<u>Last Name</u>	<u>First Name</u>	<u>Position</u>	<u>Highly Qualified</u>
Panetta	Janelle	Teacher Assistant	Yes
Brown	Jacqueline	Teacher Assistant	Yes
Nelson	Trina	Teacher Assistant	Yes
Turzinski	Morgan	Teacher Assistant	Yes
Wilkins	Barb	Teacher Assistant	Yes
Xiong	Jonathan	Teacher Assistant	Yes
Hammond	McKenna	SwD Assistant	Yes
Curtis	Linda	SwD Assistant	Yes
Burgess	Amanda	SwD Assistant	Yes
Sauter	Chelsea	SwD Asssitant	Yes
Antosch	Janae	SwD Assistant	Yes
Cortright	Tracy	SwD Assistant	Yes
Tyjeski	Becky	SwD Assistant	Yes
Wagner	Jamie	SwD Assistant	Yes
Curtis	Linda	SwD Assistant	Yes
Radke	Chelsea	SwD Assistant	Yes
Laska	Hannah	SwD Assistant	Yes
Prins	Mikayla	Educational Interpreter	Yes
O'Campo	Julio	English Language Learner Asst	Yes
Lor	Diana	English Language Learner Asst	Yes
Sinkula	Alexandra	Secretary	Yes

B. Explain/outline the duties of each paraprofessional employed at your school (regardless of funding source). For each paraprofessional (1) explain how their duties increase the opportunities for all students to meet the state’s academic achievement standards and (2) identify how the duties are allowable under Title I law.

Allowable duties for paraprofessionals:

1. One to one tutoring.
2. Assist classroom management.
3. Provide ipad assistance.
4. Conduct parental involvement activities.
5. Serve as a translator.
6. Provide support in a library or media center.
7. Provide instructional support under the direct supervision of a teacher.
8. Provide health and first aid assistance.

C. Identify all teachers employed at the school, their teaching position at the school, the course(s) that they teach, and provide documentation that they meet the definition of “highly qualified” as outlined in Title I law.

<u>Last</u>	<u>First</u>	<u>Title</u>	<u>Highly Qualified</u>
DeCaire-Denk	Amanda	Psychologist	Yes
Cartlege	Melinda	Dean of Students	Yes
Regnier	Katie	Speech/Language	Yes
Rieche	Kendra	Speech/Language	Yes
VanGalder	Kimberly	Multi-categorical	Yes
Foss	Mallory	Multi-categorical	Yes
Ernst	Heidi	Multi-categorical	Yes
Martindale	Helen	Intellectual Disabilities	Yes
Thompson	Callie	Intellectual Disabilities	Yes
Carriveau	Kelly	OT	Yes
Lukasko	Tiffany	PT	Yes
Jirik	Kristin	EL Teacher	Yes
Sybeldon	Theresa	EL Teacher	Yes
Schulist	Allison	Title 1 Math	Yes
Franck	Suzanne	Title 1 Reading	Yes
Plaza	Carol	Title 1 Reading	Yes
Wardall	Marie	IMC Specialist	Yes

Brux	Aubree	School Counselor	Yes
Jakusz	Lisa	Phy Ed Teacher	Yes
Seeley	Caitlyn	Art Teacher	Yes
Kappel	Samantha	Music	Yes
Tretter	Todd	Specially Designed Phy Ed	Yes
Stashek	Jacqueline	Literacy Coach	Yes
Engebretson	Amy	Math Coach	Yes
Hanke	Jacob	Kindergarten	Yes
Frystak	Joy	Kindergarten	Yes
Wochinski	Katherine	Kindergarten	Yes
Johanek	Amanda	Kindergarten	Yes
Baacke	Alayna	First Grade	Yes
Burzinski	Lynn	First Grade	Yes
Brandt	Jolene	First Grade	Yes
Cucchiarelli	Jennifer	First Grade	Yes
Duffrin	Kristine	Second Grade	Yes
Ebert	Julie	Second Grade	Yes
Quevillon	April	Second Grade	Yes
Xiong	Kang Bao	Second Grade	Yes
Rheinschmidt	Amy	Third Grade	Yes
Hoffmann	Yvonne	Third Grade	Yes
Mathews	Nicole	Third Grade	Yes
Roth-Eckes	Terri	Third Grade	Yes
Espeland	Heather	Fourth Grade	Yes
Kleinschmidt	Katherine	Fourth Grade	Yes
Bukowski	Jennifer	Fourth Grade	Yes
Raasch	Michele	Fourth Grade	Yes
Andreas	Heather	Fifth Grade	Yes
Warren	Pam	Fifth Grade	Yes
Doescher	Lauren	Fifth Grade	Yes

D. Describe how you will ensure a highly qualified professional staff is employed at your school and how qualified staff will be employed in a manner that best enhances your schoolwide reform plan.

See District teacher /support staff hiring procedures. Staff being considered for employment in a Title 1 Schoolwide Program school need to meet required highly qualified criteria as a part of the application / hiring process.

E. Describe the strategies the school will use to attract and retain highly qualified teachers.

The D.C . Everest School District has widened its search for candidates by posting positions on WECAN.

5. Professional Development

Schoolwide programs are required: to provide instruction by highly qualified professional staff; to support intensive and sustained professional development; and to include teachers in decisions regarding the use of assessments in order to provide information on, and to improve students' performance and overall instructional program. This section should include the professional development plan for the entire school regardless of the funding source. A sample professional development template is available on the EED website that may be used if desired. See the following link:

<http://www.eed.state.ak.us/forms/nclbtitletwo/Sample05-04-023.doc>

- A. Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in your schoolwide plan.

Teachers are provided with staff development training with all new literacy, math and other academic programs. Mentorship training is provided with veteran staff assigned to new hires to the district. All staff completes a yearly professional development plan with their supervisors designed to meet personal and school wide goals.

- B. Describe how the school will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The district provides high quality and ongoing staff development opportunities for all personnel in a coordinated district and building plan based on building and district academic goals.

- C. Describe measures to provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

Every elementary school has an annual goal setting staff meeting in August that reviews school assessment data and goes through a goal setting process to identify concerns, strengths, and weaknesses in our academic program. Decisions for academic building goals are based on the assessment review.

6. Parent Involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents; especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

A. Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.

Feedback surveys at parent involvement opportunities, parent conferences, parent attendance at Tier 2 and 3 team meetings and periodic parent meetings provide opportunities for parent involvement. See D.C. Everest Title I handbook

B. Describe how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet and how they will be encouraged to participate in decision making opportunities about their child's education.

See D.C. Everest Title I handbook

C. List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts and school plans.)

See D.C. Everest Title I handbook

D. Describe the yearly parental evaluation of the schoolwide program, including how this information is used to improve the schoolwide plan. Note that if the evaluation results or individual comments show that the schoolwide plan is not satisfactory to parents, the school is required to submit these comments to the district.

See D.C. Everest Title I handbook

E. Describe strategies that will be used to increase parent involvement including, if appropriate, family literacy services and activities that will inform families of college and career awareness and preparation programs.

To encourage greater parent involvement in our schools and to engage parents more actively in the education of their children:

All elementary schools continue to promote and encourage greater parent involvement in our schools. School events have been promoted through letters of invitation, media, bulletins, posters, newsletters, handbooks, and other creative means. Many parents can access information about their child's classroom through the district support learning management system, Canvas. We continue to have excellent attendance at open houses, concerts, math nights, and literacy nights, parent volunteer activities (PTO Events) and parent education opportunities (math nights, literacy nights). Some schools have partnered with the Marathon County Health Department. Collaborative efforts have taken place within buildings such as school-wide fitness events. In addition, the elementary schools continue to have a rate of parent attendance at regularly scheduled parent teacher conferences that exceeds 90%.

One of the requirements of our Title I program schools is to have a written parental involvement policy that describes how parents are involved in their child's education. With this in mind, one of the goals of the school is to establish an increase in parental involvement, particularly with our ELL families.

We will increase communication with our families through diverse modes to allow for great opportunities for parents to get information. The building will utilize iPad messages in their native language, phone calls home and personal home visits. Our district's Hmong Parent Liason, Xia Yang will be in consult on a regular basis as well.

7. School Context and Organization

Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. This should include a coherent and seamless transition for preschool students into the school program and coordination with other federal, state, and local programs.

- A. Describe strategies to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a district-run preschool program, to the local elementary school.

We also have district teachers and staff on early childhood education IEP teams. Our district has a community / district partnership 4K program with whose staff we will collaborate with as well. Weston Elementary specifically offers a 4K ELL program onsite for students learning to speak English.

- B. Describe the coordination and integration of Federal, State, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our district has a school health and wellness policy that follows the USDA's All Foods Sold In School and federal National School Food and Nutrition Contract standards as set by the Healthy, Hunger-Free Kids Act of 2010. Our school partners with the local chapter of Blessings in a Backpack. This organization supplies food to over 140 students every weekend and over school year vacation days.

We are active in supporting families who qualify for the McKinney-Vento Homeless Education Assistance Act.

We provide free access to Love and Logic Parenting classes run by staff. This provides parents with training in strategies to help ease conflict between parent and child.

8. Annual Evaluation/ Review Process

The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written. In addition, the plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to the parents of a child who participates in the assessment.

- A. Describe your plan for measuring and reporting student progress at the end of the school year, including how you plan to disaggregate data to identify groups of students and determine whether or not they are making progress.

Teachers will meet in collaborative meetings using the Everest System of Support (ESS) Rtl data analysis for progress monitoring. Data collected as part of this process will be used to assess student achievement and the success of the Title 1 interventions. This data will be used as well as year-end assessments to determine annual success of interventions programs.

See D.C. Everest Title I handbook (Needs to be updated for Schoolwide program)
See District Annual Report

B. Describe the plan for measuring and reporting student progress during the school year.

Teachers will meet in collaborative meetings using the Response to Intervention data analysis for progress monitoring. Data collected as part of this process will be used to assess student achievement and the success of the Title 1 interventions.

See D.C. Everest Title I handbook

C. Describe how the school provides individual student academic assessment results in a language parents can understand, including interpretation of these results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

Semester academic progress reports
Bi-annual parent / teacher conferences
See D.C. Everest Title I handbook
See District Annual Report

D. Describe what other measures you will use besides student achievement data to determine if the plan is being implemented successfully and the goals are being achieved.

Effective collaboration schedule
Effective implementation of overall intervention plan
Teacher and parent feedback

E. Describe how you will use the results of your annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of students in the schoolwide program.

A review of the program effectiveness and suggested alterations will be done annually as part of the building evaluation and goal planning process. Changes can be implemented for the following year at this time.

9. Fiscal Requirements

Schoolwide plans must describe how Title I funds and funds from other sources will be used to implement the schoolwide plan and how Title I funding will be used to supplement state and local funding.

[Sections 1114 (a)(1) & 1114 (b)(2)(A)(ii)]

A. Indicate which, if any, of the federal program resources are included in the school site budget. (Include only funds that go directly to the site to support the schoolwide plan, not other district level support. See CFR, Section 220.29 for regulations relating to the consolidation of funds from federal programs.)

Building	Requestor	Activity	Date	Purpose	Cost of Staff @ \$26/hour	Budget Account #	Cost for food	Cost of supplies	TOTAL	Total by building & by Title Grant	2024-2025 DPI allocation	Entered in DPI (awaiting approval)
Title I -Reading & Math												
Weston	Ziegelbauer	Family Night	February	Meal	\$0.00	415 219000	\$1,500.00	\$0.00	\$1,100.00			\$1,100.00
Weston	Ziegelbauer	Family Night	February	Materials/Supplies for Home learning		411 219000		\$2,000.00	\$1,500.00			\$1,500.00
Weston	Ziegelbauer	Literacy Intervention	throughout	Decodable texts, and other research based intervention resources		470 122000		\$1,500.00	\$1,200.00			\$1,200.00
Weston	Ziegelbauer	Math Intervention Supplies	throughout	Purchase AVMR materials as needed		411 120000		\$1,700.00	\$1,700.00			\$1,700.00
Weston	Ziegelbauer/Wochinski	ESGI from Riverside Insights		progress monitoring for kindergarten		490 221900		\$900.00	\$900.00			\$900.00
Weston	Ziegelbauer	Math and Literacy Professional Materials	throughout	support the on-going learning of interventionists		490 221400		\$1,000.00	\$1,000.00			\$483.83
Weston	Ziegelbauer/Bukowski	Math Facts Lab	1 year	math intervention resource		362 124000						\$150.00
Weston	Ziegelbauer	Literacy Consumables	throughout	Repurchase of consumable materials such as letter tiles		411 120000		\$2,500.00	\$2,100.00			\$600.00