

BUILDING LEVEL NEEDS ASSESSMENT & PROGRAM DESIGN

Sheboygan Area School District

School: Jefferson Elementary School

Building Administrator: Ted DiStefano, EdD

Year: 2026-2027 School Year

IMPLEMENTATION TEAM

A school shall establish a school team, including teachers, principals, other school leaders (included from LEA), paraprofessionals, parents, and other members of the community (i.e., tribal organizations present within the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school) to implement a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children about the challenging academic standards, particularly the needs of those children who are failing or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the LEA. (as required under ESSA Section 1114(b)(2) and (6)).

FAMILY ENGAGEMENT

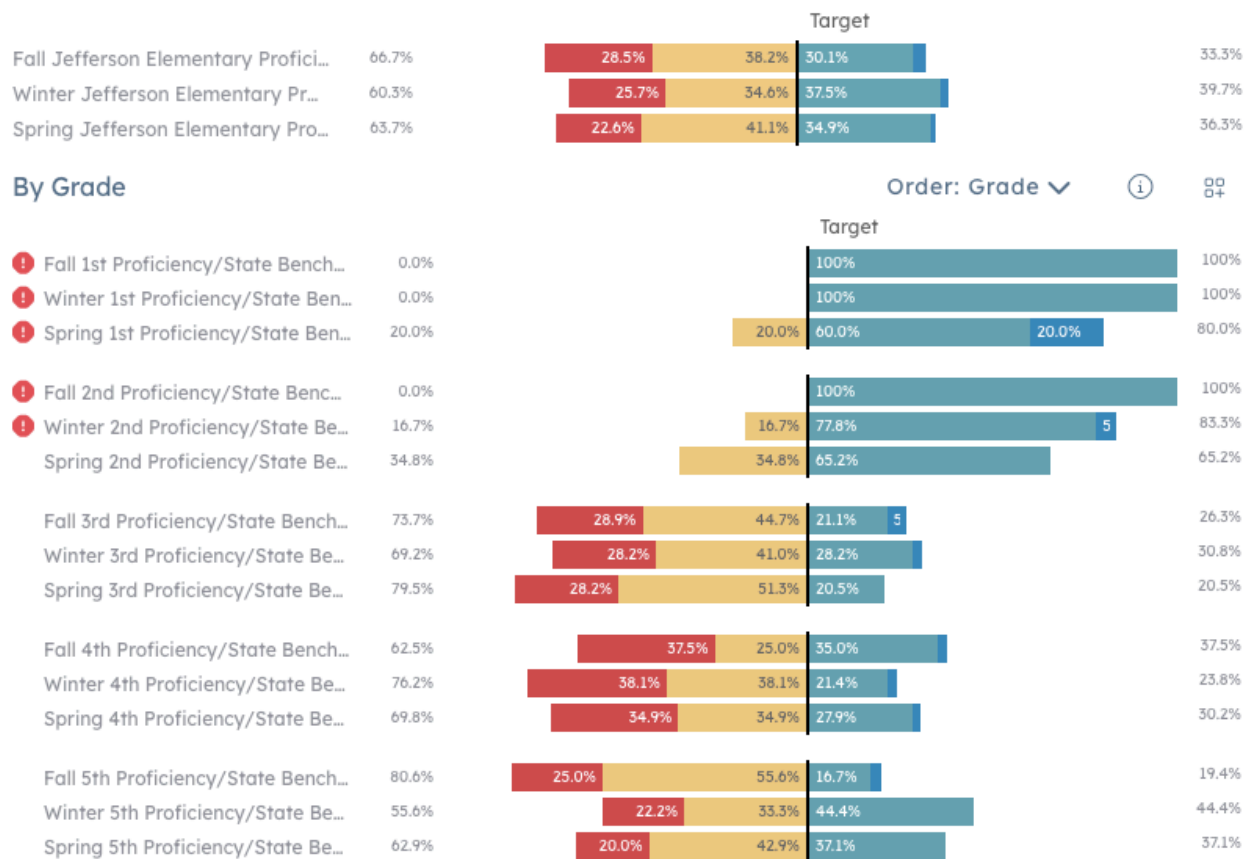
Details regarding how, when, and where parents and families will be included in the developing, evaluating, and revising your annual Title I Schoolwide Plan and in the professional learning of your school's staff are required.

PROGRAM DESIGN

Question 1: Results of a comprehensive needs assessment.

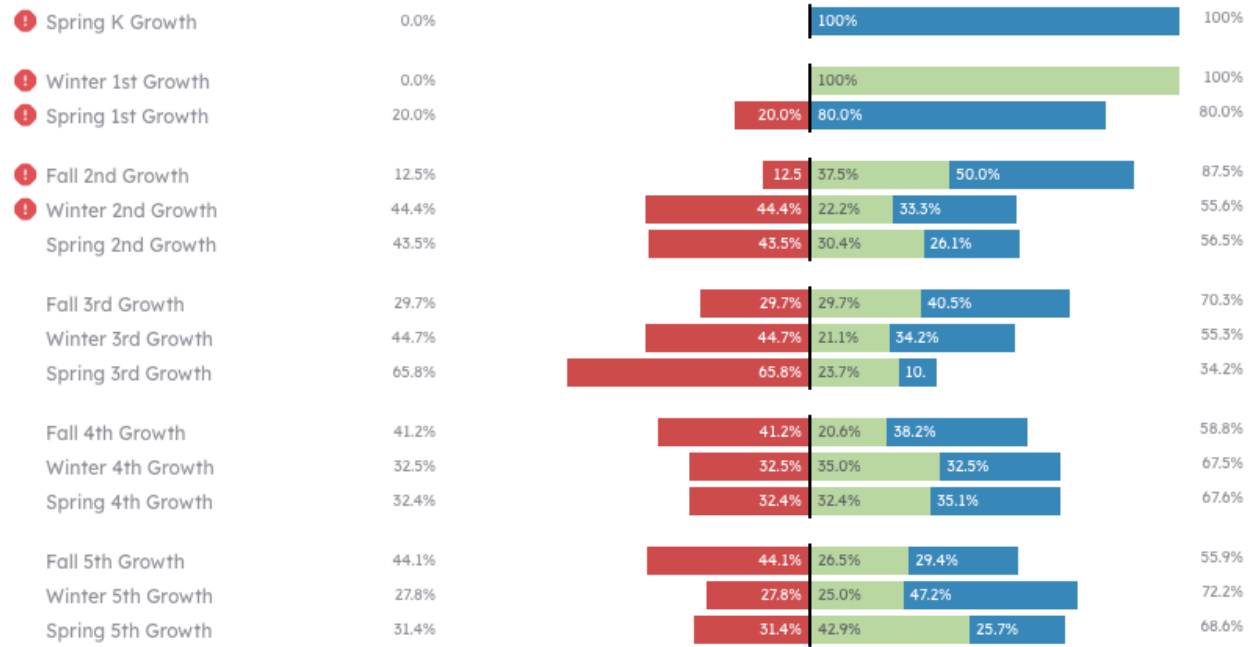
READING

25-26 Star Reading Proficiency Data



25-26 Star Reading Growth Data

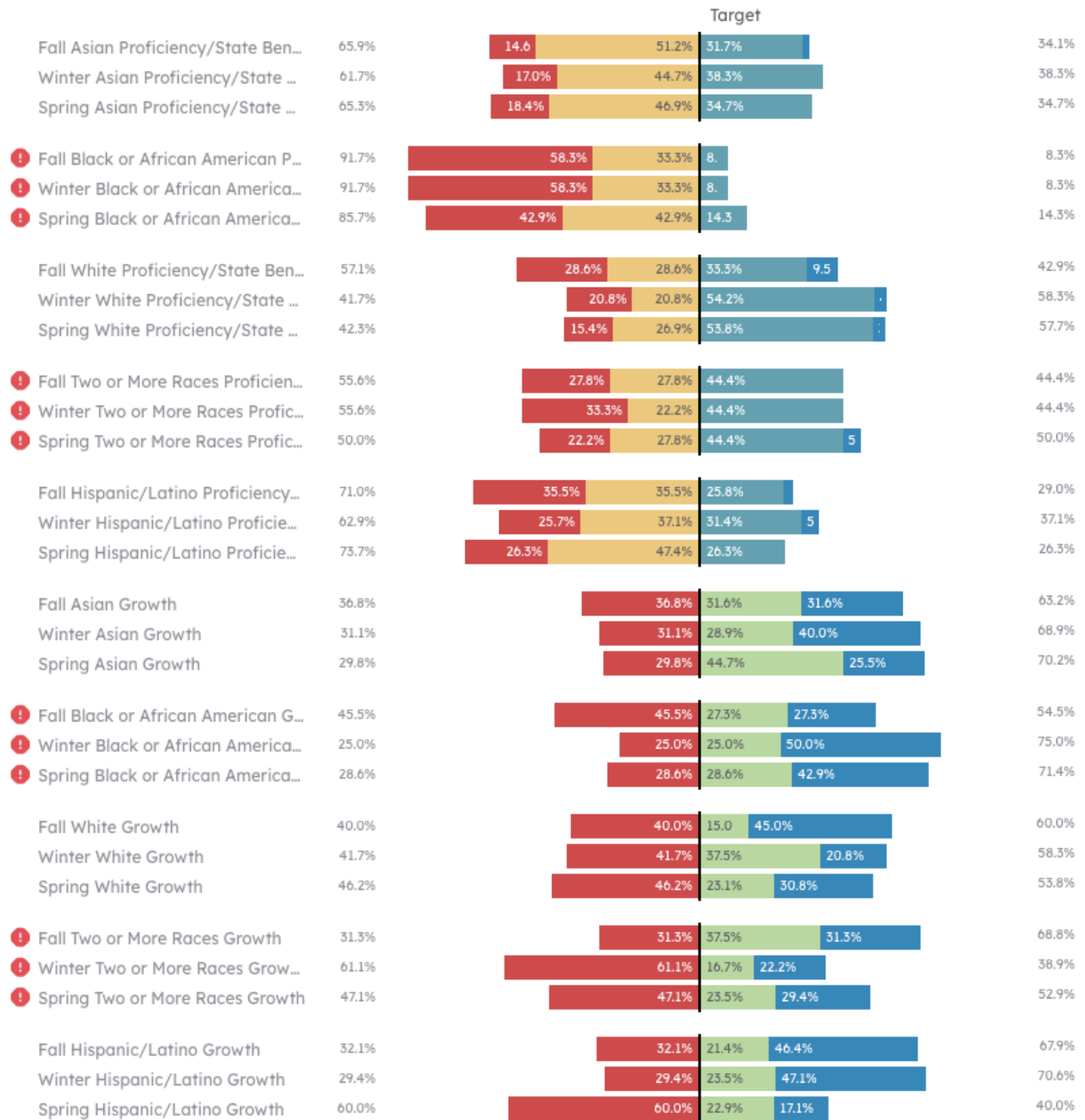




25-26 Star Reading Sub Group Data

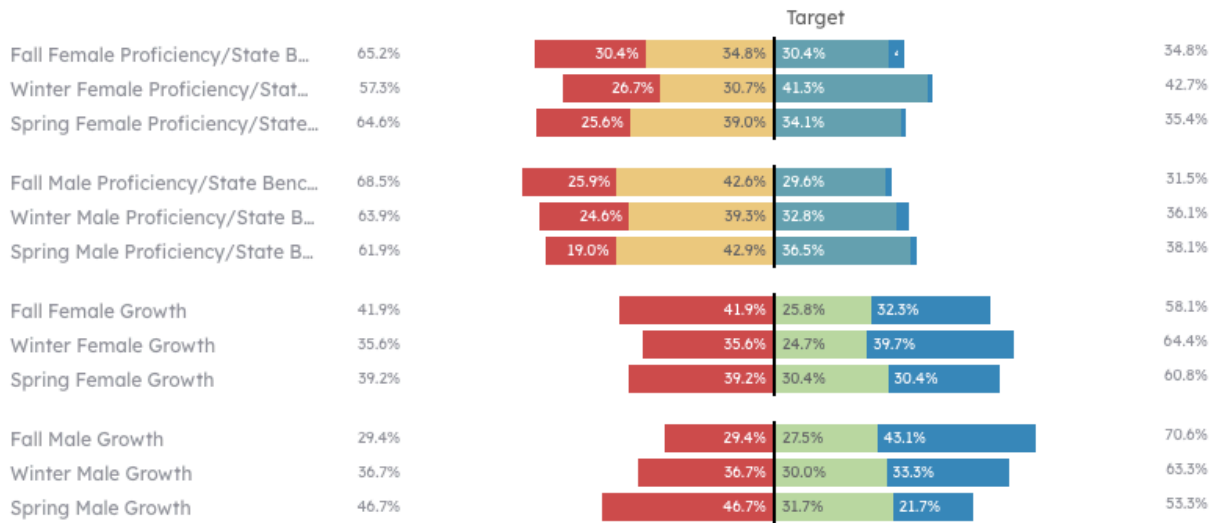
By Federal Race

Order: Race ▾



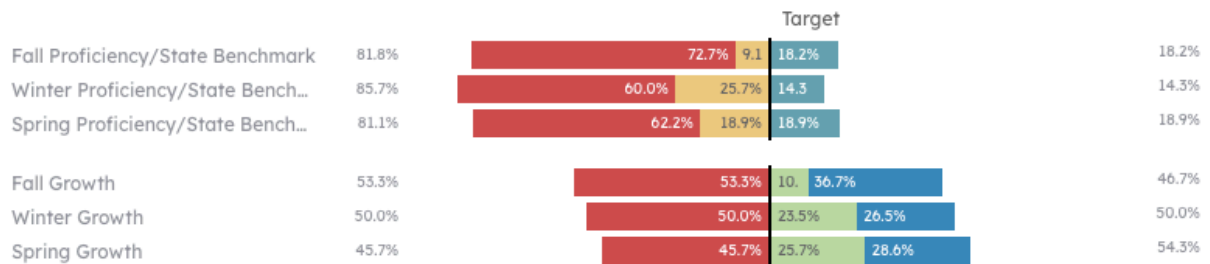
By Gender

Order: Gender ▾



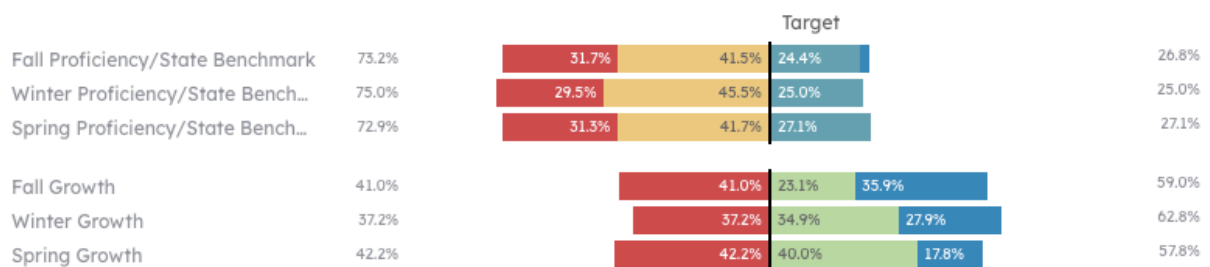
By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: EL ▾



EARLY LITERACY

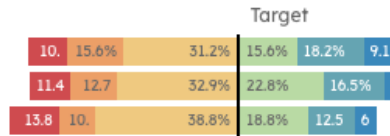
25-26 Early Literacy Proficiency Data

By School

Order: School ▾



Fall Jefferson Elementary Perce...	57.1%
Winter Jefferson Elementary Per...	57.0%
Spring Jefferson Elementary Per...	62.5%



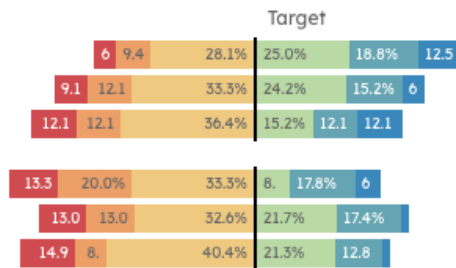
42.9%
43.0%
37.5%

By Grade

Order: Grade ▾



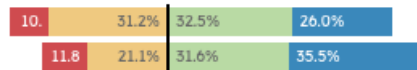
Fall K Percentile Comparison	43.8%
Winter K Percentile Comparison	54.5%
Spring K Percentile Comparison	60.6%
Fall 1st Percentile Comparison	66.7%
Winter 1st Percentile Comparison	58.7%
Spring 1st Percentile Comparison	63.8%



56.3%
45.5%
39.4%
33.3%
41.3%
36.2%

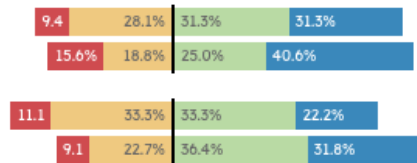
25-26 Early Literacy Growth Data

Winter Jefferson Elementary Gr...	41.6%
Spring Jefferson Elementary Gr...	32.9%



58.4%
67.1%

Winter K Growth	37.5%
Spring K Growth	34.4%
Winter 1st Growth	44.4%
Spring 1st Growth	31.8%

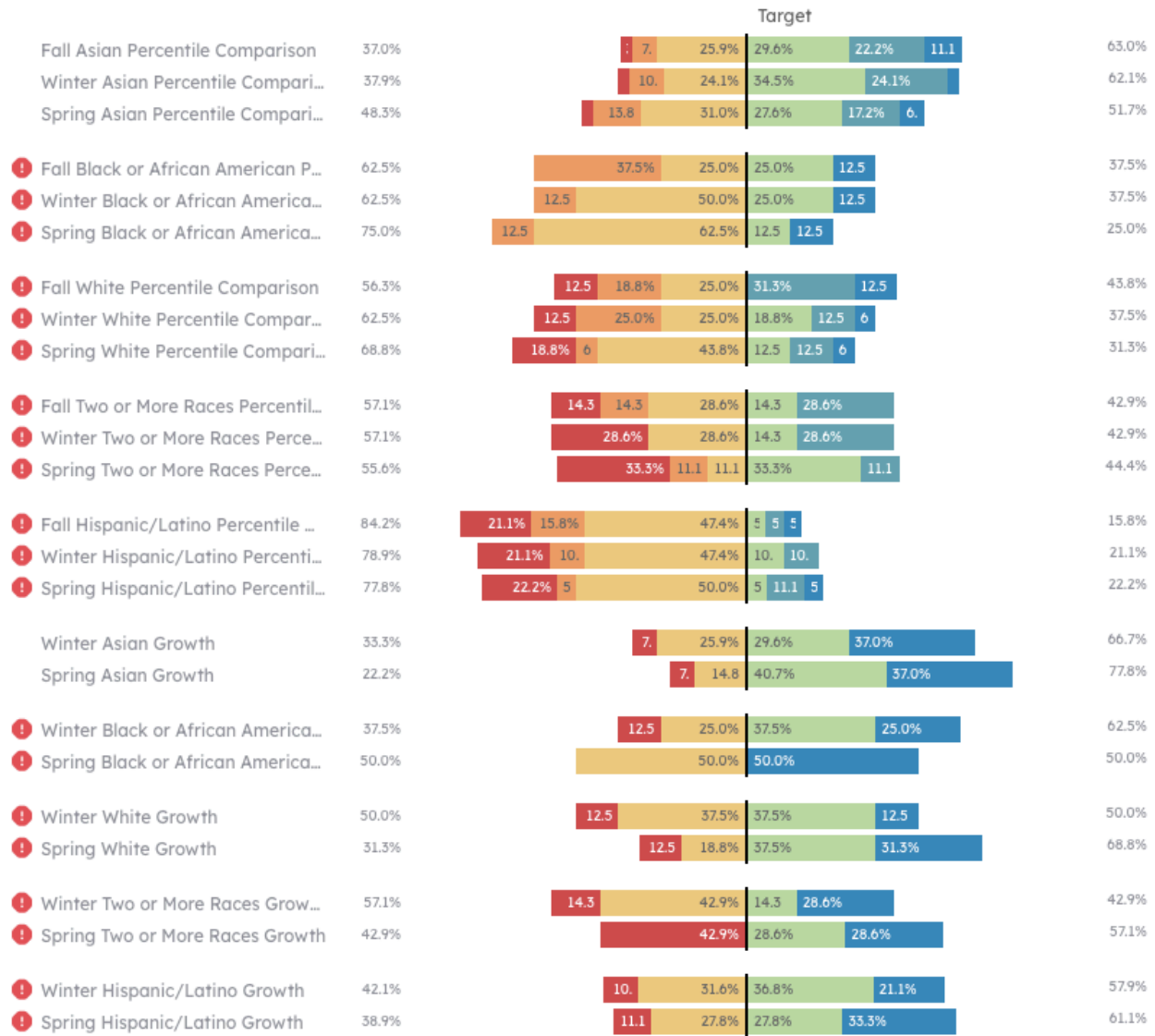


62.5%
65.6%
55.6%
68.2%

25-26 Early Literacy Sub Group Data

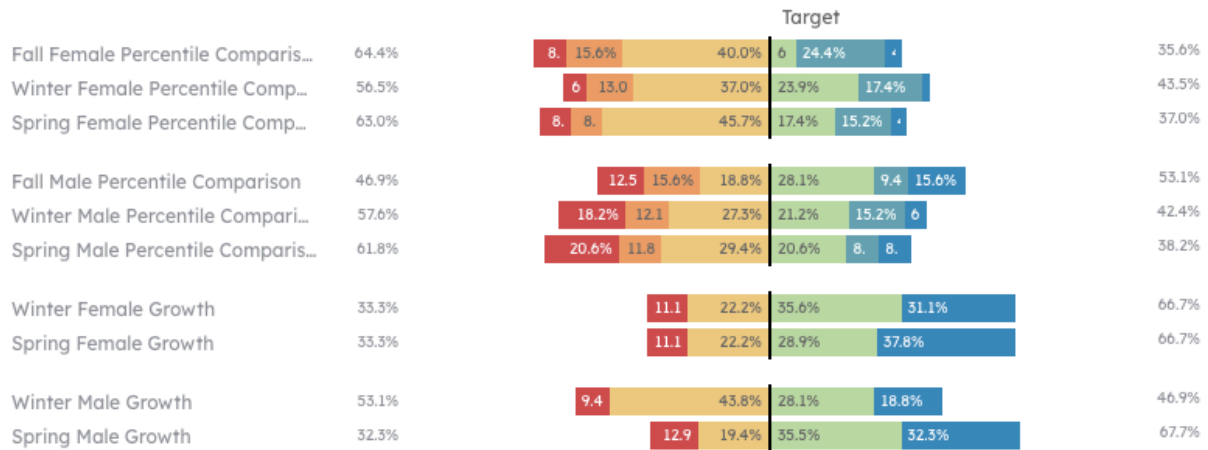
By Federal Race

Order: Race ▾



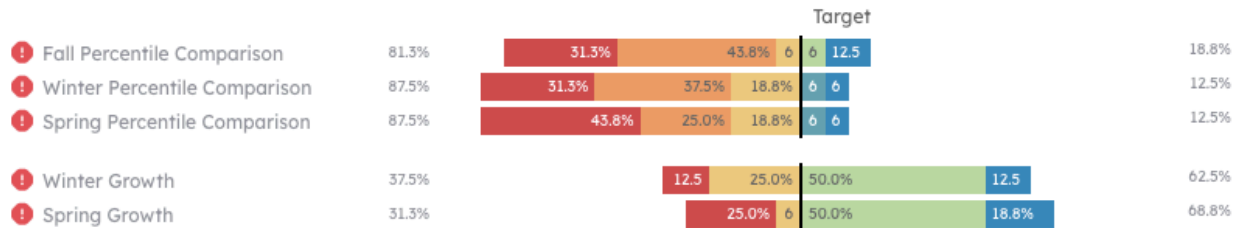
By Gender

Order: Gender ▾



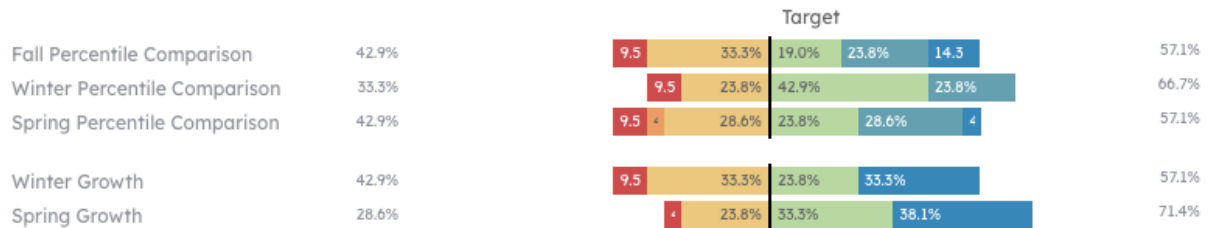
By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: EL ▾

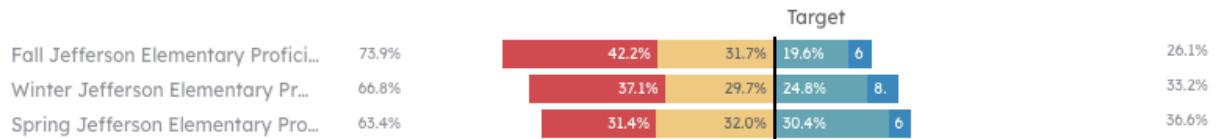


MATH

24-25 Star Math Proficiency Data

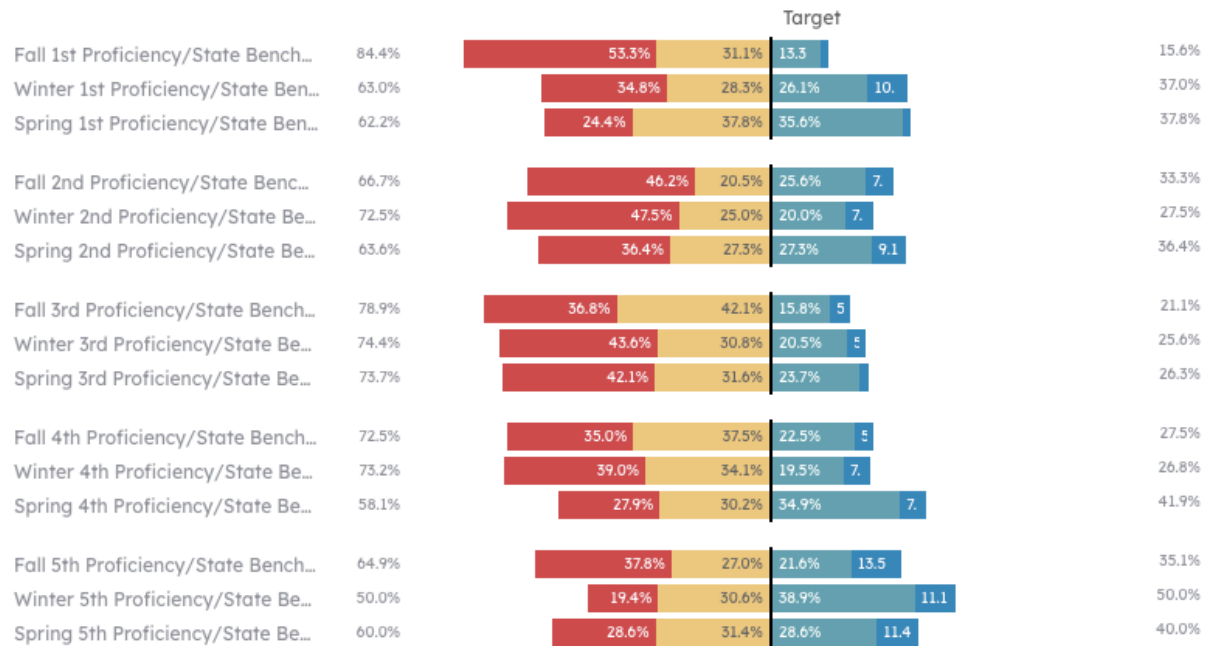
By School

Order: School ▾



By Grade

Order: Grade ▾



24-25 Star Math Growth Data

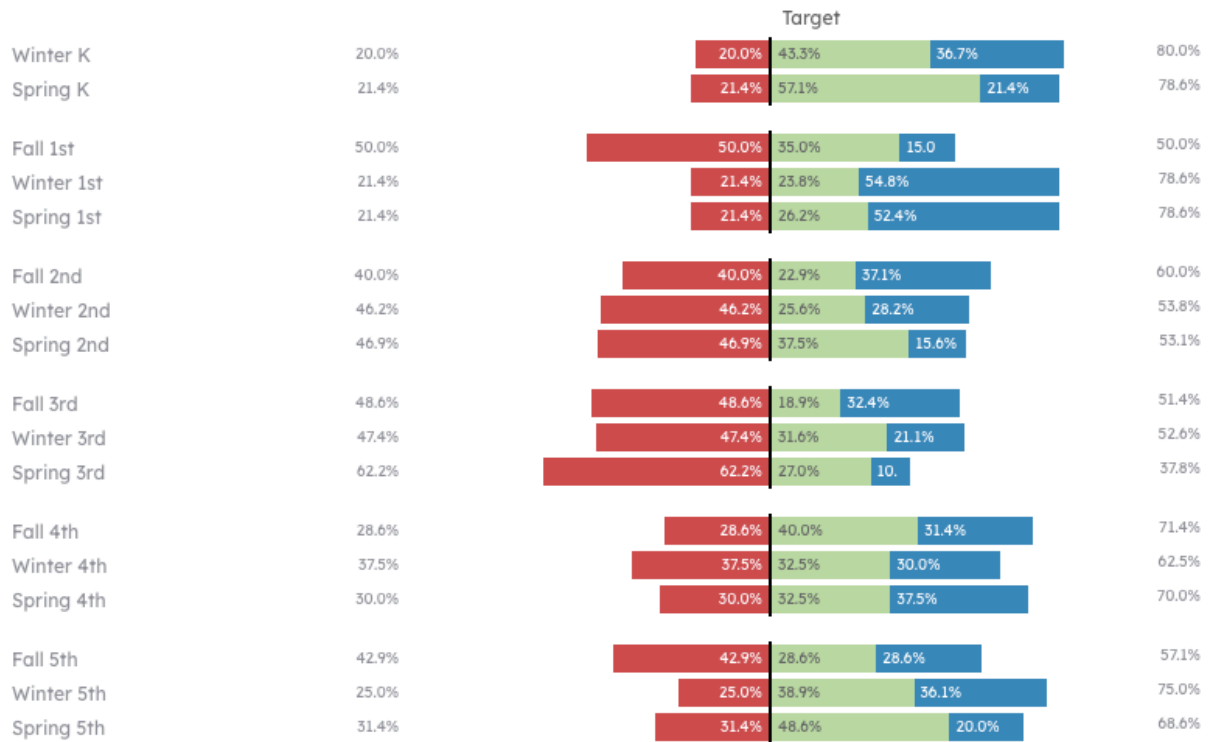
By School

Order: School ▾



By Grade

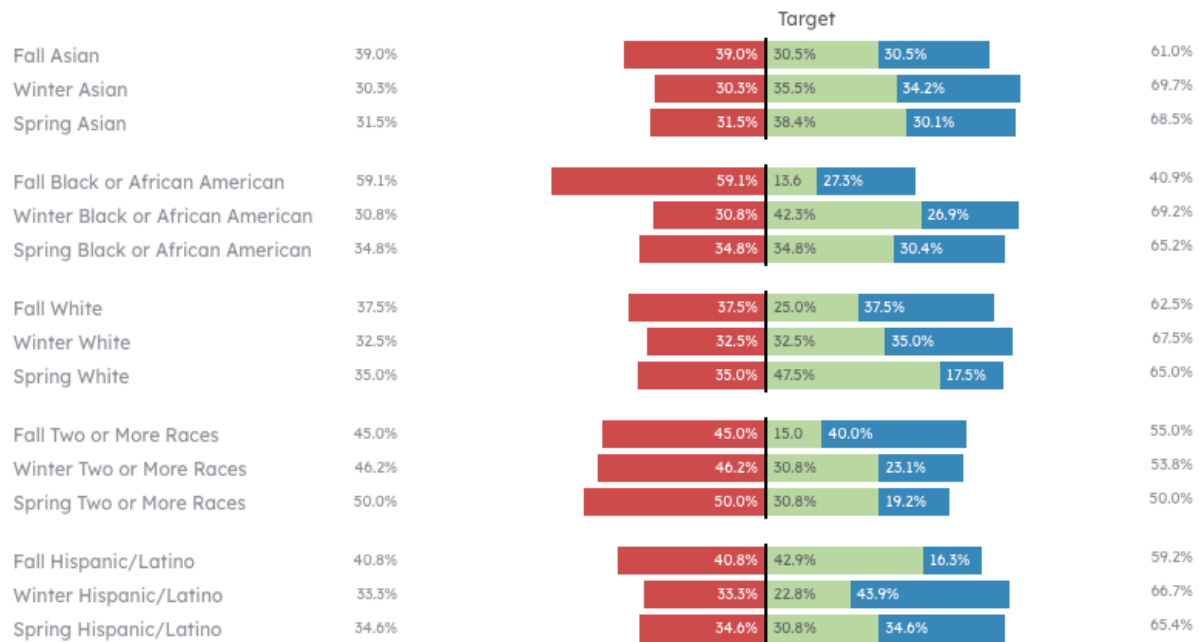
Order: Grade ▾



24-25 Star Math Sub Group Data

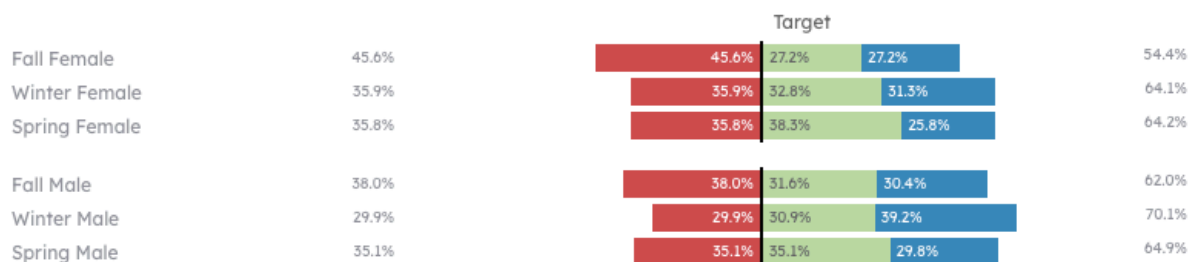
By Federal Race

Order: Race ▾



By Gender

Order: Gender ▾



By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



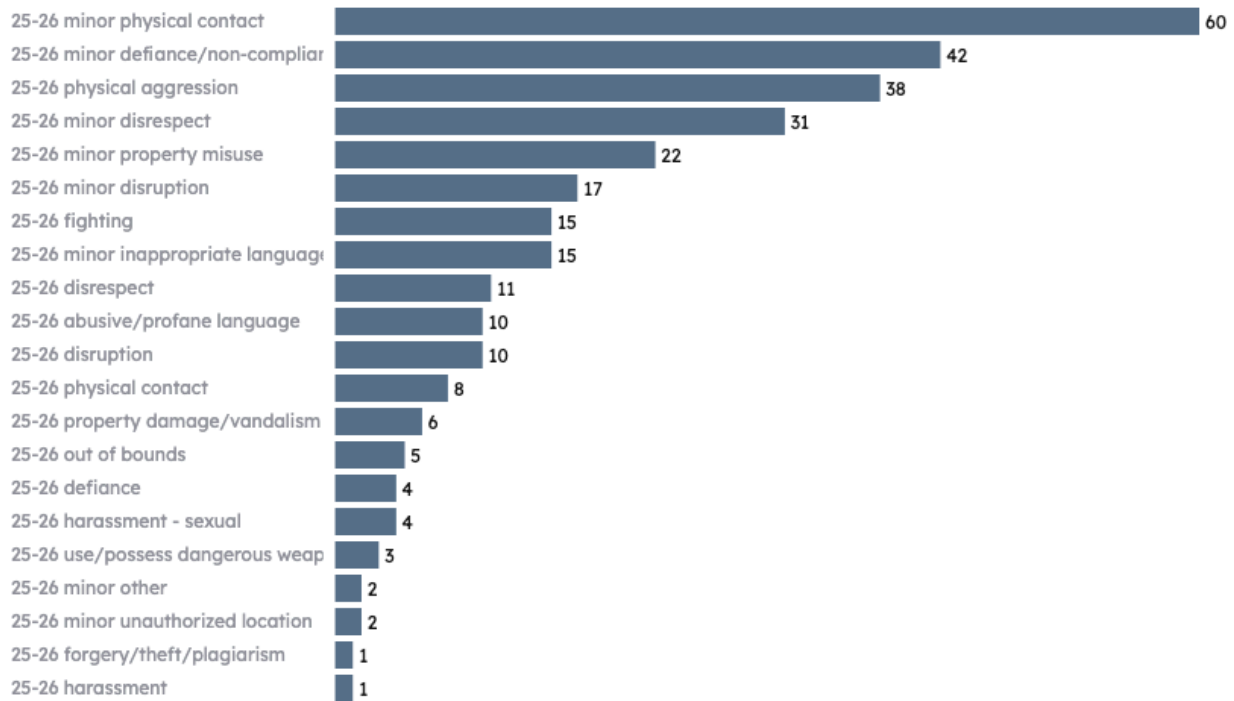
BEHAVIOR

25-26 Behavior Data

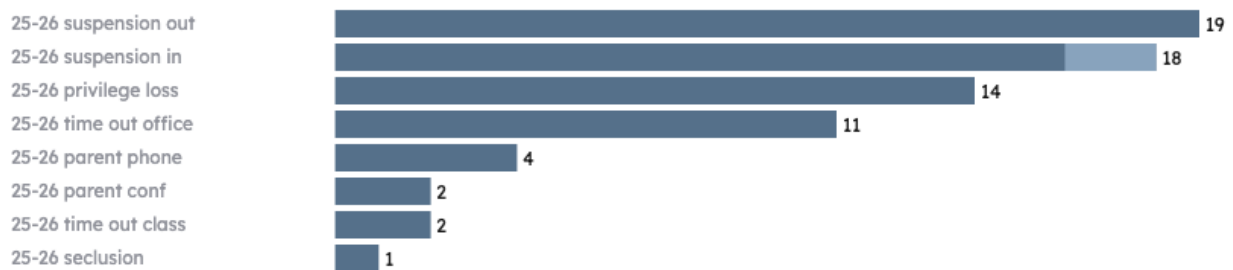
Incidents by Type



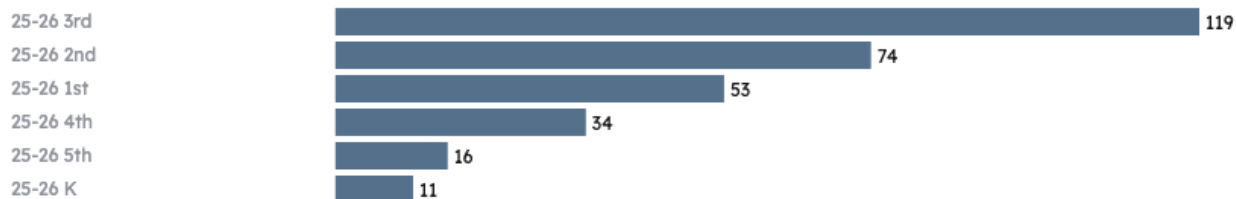
Incidents by Code



Incidents by Action



Incidents by Grade



Incidents By Gender

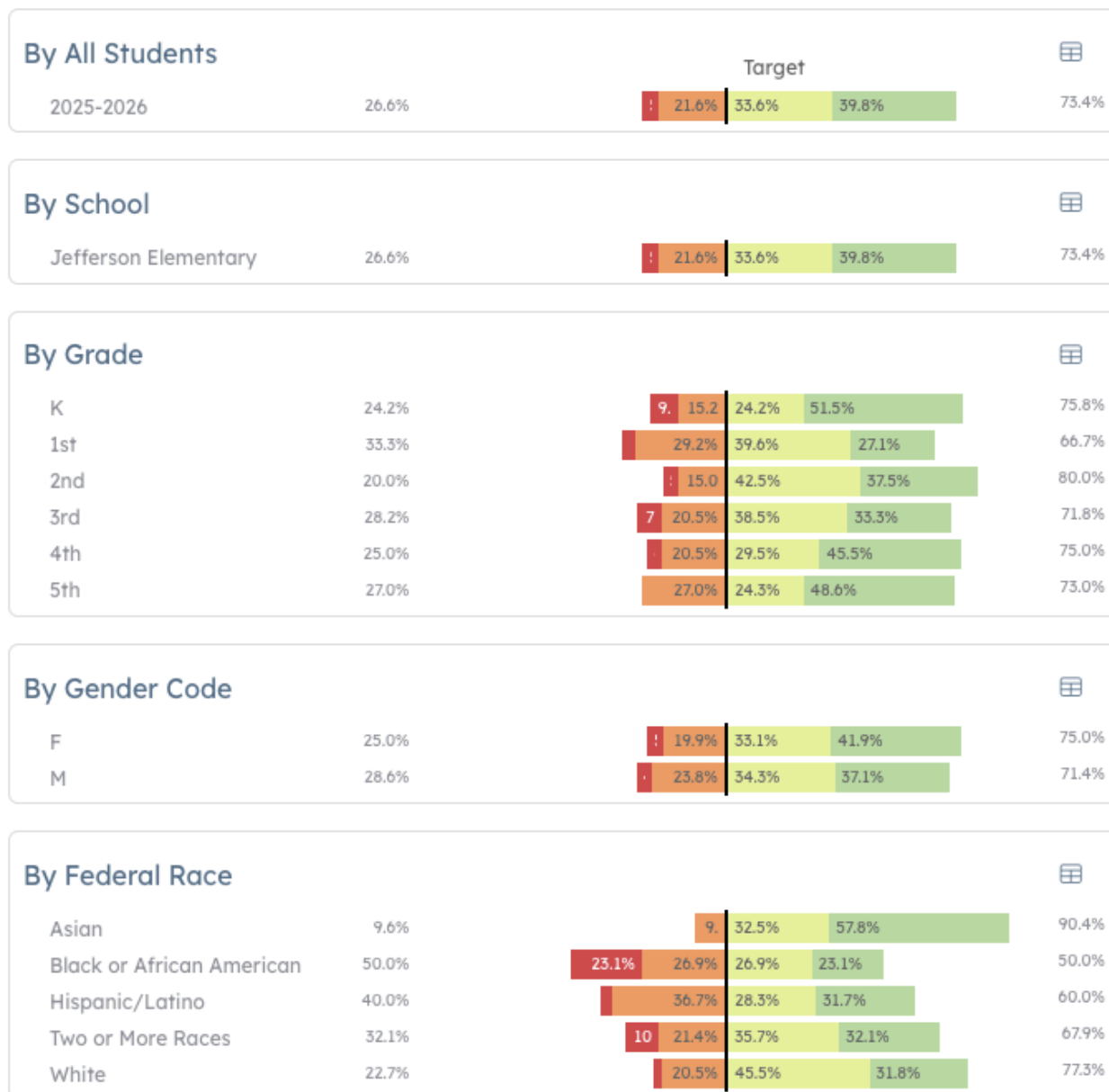


Incidents By Federal Race



ATTENDANCE

25-26 Attendance Data



Strengths

- Kindergarten students continue to demonstrate strong foundational literacy skills, with early literacy data showing improvement in letter/sound acquisition and foundational reading readiness.
- Student growth remains an area of strength for many students across grade levels, with 83 students demonstrating high growth in reading and 77 students demonstrating high growth in math.

- Several student subgroups continue to outperform schoolwide averages in reading and math proficiency, particularly Asian and White student groups.
- Early literacy growth data indicates that many Kindergarten and 1st grade students are making meaningful progress toward grade-level benchmarks.
- Attendance rates improved from prior years, with more than half of students maintaining attendance rates above 95%.
- The school has established systems for academic and behavioral support through WIN time, intervention programming, PLC collaboration, SEL instruction, and Rtl structures.
- Community partnerships, including Boys & Girls Club, continue to provide students with additional enrichment opportunities and support beyond the school day.
- Office discipline data shows that the majority of incidents are classified as minor behaviors, indicating opportunities for reteaching and intervention before behaviors escalate.

Weaknesses

- Overall academic proficiency remains low, with approximately 30% of students meeting grade-level expectations in reading and math.
 - Significant achievement gaps persist across student groups. Black/African American students demonstrated particularly low proficiency rates in reading and math, representing a continued equity concern.
 - Special education students continue to perform significantly below peers in both reading and math proficiency.
 - Multilingual learners continue to perform below non-ML peers in reading proficiency, indicating a continued need for targeted language development and literacy supports.
 - A substantial number of students demonstrated low academic growth, with 98 students identified in low growth for reading and 106 students identified in low growth for math.
 - Office discipline referrals remain high, particularly among students in grades 2 and 3, with disproportionality evident among Hispanic/Latino and Black student groups.
 - Physical aggression, defiance/noncompliance, and disrespect continue to be among the most frequent behavior concerns impacting the learning environment.
 - Attendance continues to be an area of concern, with nearly half of students attending fewer than 95% of school days and chronic absenteeism disproportionately impacting Black/African American and Hispanic/Latino students.
 - SEL survey results continue to indicate weaknesses in self-management, emotional regulation, and growth mindset skills among students
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Question 2: Schoolwide reform strategies to improve student learning, focusing on addressing the needs of those children who are most at risk.

ELA

- Continue implementation of Benchmark Advance with ongoing teacher support, PLC collaboration, and instructional coaching focused on strengthening Tier I literacy instruction.
- Continue Lexia Core5 and other targeted literacy interventions to support students performing below benchmark, particularly multilingual learners and students with disabilities.
- Implement structured WIN (“What I Need”) time schoolwide to provide targeted small group instruction based on STAR, classroom, and intervention data.
- Strengthen science of reading instructional practices through ongoing professional development, coaching cycles, and district-supported literacy training.
- Utilize DAT and RtI meetings to monitor student progress, identify students not making adequate growth, and adjust intervention plans accordingly.
- Increase use of progress monitoring and intervention grouping to address gaps in foundational literacy skills, fluency, vocabulary, and comprehension.

Math

- Continue implementation of Bridges in Mathematics with aligned pacing guides, common assessments, and grade-level PLC collaboration.
- Utilize STAR Math, Bridges assessment data, and classroom performance data to identify students requiring intervention or enrichment support.
- Strengthen Tier II math intervention supports during WIN time for students demonstrating low growth or below-grade-level performance.
- Continue staff training and support around AVMR strategies and math discourse to strengthen conceptual understanding and student engagement.
- Use weekly PLCs and DAT meetings to analyze math achievement and growth data, monitor subgroup performance, and adjust instructional supports.

Whole Child / Schoolwide Supports

- Strengthen Tier I PBIS systems through consistent schoolwide expectations, reteaching routines, and positive behavior reinforcement.
- Expand restorative practices and relationship-building strategies to support student self-regulation, conflict resolution, and classroom belonging.
- Provide targeted SEL instruction focused on self-management, emotional regulation, and growth mindset through classroom lessons and intervention supports.

- Continue implementation of CICO, Tier II behavior interventions, and individualized behavior support plans for students demonstrating ongoing behavioral concerns.
- Utilize behavior data to monitor disproportionality and provide targeted supports for student groups disproportionately represented in discipline data.
- Strengthen attendance systems through the Attendance Committee, family communication, attendance monitoring, and early intervention supports for chronically absent students.
- Increase family engagement opportunities through literacy nights, math nights, family events, and ongoing communication between school and home.
- Continue partnerships with community organizations, including Boys & Girls Club and MilliporeSigma, to provide enrichment opportunities and additional student supports.
- Continue collaboration between classroom teachers, interventionists, ML staff, special education staff, pupil services, and administration to ensure coordinated academic and behavioral support systems.
- Provide ongoing professional development aligned to schoolwide academic, behavioral, and SEL goals through the Instructional Leadership Team, instructional coach, and district supports.

Question 3: Strategies: improve instruction for all children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.

- Continue implementation of Benchmark Advance with ongoing teacher training, PLC collaboration, and instructional coaching to strengthen Tier I literacy instruction and alignment across grade levels.
- Continue schoolwide WIN (“What I Need”) time to provide targeted small-group instruction and intervention support based on STAR, classroom, and progress monitoring data.
- Utilize STAR Reading, STAR Math, Bridges assessments, classroom data, and intervention data to guide instructional decision-making, monitor student growth, and identify students requiring additional support or enrichment.
- Strengthen collaborative structures through weekly PLCs, DAT meetings, Rtl meetings, and instructional coaching cycles focused on analyzing data, planning instruction, and improving student outcomes.
- Continue restructuring the Instructional Leadership Team (ILT) into a data-driven model that supports grade-level reporting, instructional alignment, and schoolwide goal monitoring.
- Strengthen intervention systems through collaboration between classroom teachers, ML staff, interventionists, special education staff, pupil services, and administration to ensure coordinated academic and behavioral support for students most at risk.
- Continue implementation of evidence-based literacy and math practices through ongoing professional development in science of reading practices, AVMR strategies, restorative practices, and student engagement strategies.

- Expand enrichment and extended learning opportunities through partnerships with organizations such as Boys & Girls Club and MilliporeSigma, along with school-based enrichment opportunities and family engagement events.
 - Strengthen social-emotional learning and school climate through restorative practices, classroom community-building activities, SEL instruction, morning meetings, and positive behavior supports.
 - Utilize behavior, attendance, and academic data to identify barriers to learning and implement proactive supports for students demonstrating chronic absenteeism, behavioral concerns, or low academic growth.
 - Increase family and community engagement through literacy nights, math nights, regular communication, and opportunities for families to support student learning at home.
 - Continue professional development aligned to district and school goals through instructional coaching, district-supported training, collaborative planning, and staff learning opportunities focused on improving instructional effectiveness for all learners.
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Question 4: Strategies for ongoing parent engagement, including parent engagement strategies to improve student learning (as required under ESSA Section 1116(c)(3)).

- Continue providing before and after school opportunities for students and families through partnerships with the CLC Boys & Girls Club and other community organizations.
- Host academic family engagement nights throughout the school year, including literacy, math, and SEL-focused events designed to strengthen the connection between home and school learning.
- Continue implementation of Great Start Conferences at the beginning of the school year to build early relationships with families, establish goals, and strengthen home-school communication.
- Conduct two formal family conference periods annually to review student academic, behavioral, and social-emotional progress.
- Utilize family surveys, district climate surveys, and school feedback opportunities to gather parent input, identify areas of need, and support continuous school improvement efforts.
- Share survey data and school improvement priorities with families, staff, and stakeholders through meetings, newsletters, and ongoing communication.
- Continue communication with families through multiple platforms including newsletters, social media, phone calls, Google Voice, email, and school communication systems to increase family awareness and engagement.
- Provide regular intervention and progress monitoring updates to families of students receiving academic or behavioral supports.
- Strengthen family engagement opportunities through school events, PTO activities, family fun nights, and community-building opportunities designed to increase school connectedness.
- Continue collaboration with community partners, including the Sheboygan County Health

& Human Services (SCHHS) to support students and families experiencing attendance, behavioral, or social-emotional barriers.

- Utilize the Attendance Committee, family outreach efforts, and individualized support plans to improve attendance and strengthen family-school partnerships.
- Continue providing evidence-based family engagement practices and culturally responsive communication strategies to strengthen relationships with families and increase participation in school activities and student learning.

Question 5: Tools and processes to regularly monitor and revise the schoolwide plan.

- The Instructional Leadership Team (ILT) meets regularly to review academic, behavioral, and attendance data, monitor progress toward school goals, and make recommendations for instructional and systems adjustments.
- Grade-level PLCs meet weekly to analyze student performance data, review interventions, monitor growth trends, and adjust instruction based on student needs.
- DAT and RtI meetings are utilized throughout the school year to review student progress, identify students requiring additional support, and coordinate academic and behavioral interventions.
- The PBIS Tier II team and pupil services staff meet regularly to review behavior data, monitor intervention effectiveness, and develop individualized support plans for students demonstrating ongoing behavioral concerns.
- Schoolwide data sources used to monitor progress include STAR Reading and Math, Bridges assessments, Benchmark Advance assessments, classroom formative assessments, attendance data, SEL survey data, behavior referral data, Lexia Core5 data, and intervention progress monitoring tools.
- Attendance, behavior, and academic data are reviewed regularly through NextPath, Skyward, and school-based data tracking tools to identify trends and monitor student outcomes.
- Instructional coaching cycles, PLC collaboration, learning walks, and classroom walkthroughs are used to monitor instructional practices and strengthen implementation of schoolwide initiatives.
- The school utilizes district-provided data protocols and aligns school improvement goals with district priorities and key performance indicators (KPIs).
- Staff feedback is gathered through PLC discussions, surveys, and collaborative planning opportunities to support continuous improvement and refinement of schoolwide systems.
- Family feedback is gathered through surveys, Title I annual meetings, family engagement events, and ongoing communication with families and community stakeholders.
- Student feedback is gathered through SEL surveys, student conversations, and classroom/community-building activities to better understand student needs and school climate.
- School leaders collaborate with district coordinators, instructional support staff, and community partners throughout the school year to review progress and revise the

schoolwide plan as needed.

- Annual data retreats and end-of-year reflection processes are used to evaluate progress toward school goals, identify priority areas, and develop action steps for the following school year.

Question 6: Strategies to include parents and families in the effectiveness of the professional learning on effective engagement of parents and families, training other parents. You must provide details regarding how parents and families will be included in the developing, evaluating, and revising of your annual Title I Schoolwide Plan and in the professional learning of the school's staff.

- Conduct annual family surveys and utilize district survey data to gather parent feedback regarding school climate, communication, engagement practices, and student support needs.
- Share survey results and family engagement team to guide school improvement planning and professional learning priorities.
- Continue providing opportunities for parent input and collaboration during Title I meetings, family engagement nights, conferences, and school events.
- Include parents/guardians in problem-solving discussions related to academic, behavioral, attendance, and social-emotional supports through RtI, PBIS Tier II, attendance meetings, and individualized student planning when appropriate.
- Share the Title I Schoolwide Plan and school improvement priorities with families during family engagement events, conferences, newsletters, or the annual Title I meeting.
- Utilize family engagement events, including literacy nights, math nights, SEL-focused events, and community-building opportunities, to strengthen partnerships between school and home.
- Provide ongoing communication and resources to families through newsletters, school communication systems, social media, email, phone calls, and community partnerships to support student learning outside of school.
- Use staff meetings, PLC collaboration, and professional development opportunities to review family feedback and strengthen staff capacity around effective family engagement strategies and culturally responsive communication practices.
- Collaborate with community organizations and support agencies to help connect families with resources and services that reduce barriers to student attendance, engagement, and academic success.
- Continue creating opportunities for families to provide feedback regarding school practices, engagement opportunities, and communication methods to support continuous improvement efforts.

Question 7: Coordination with federal, state, and local resources, services, and programs.

- Title I funds will be maximized by coordinating them with Local Education Agency funds, Achievement Gap Reduction funds, and funds allocated to the SASD professional development plan. These funds will be coordinated through discussions with Human Resources and Central Office Coordinators.
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Question 8: Plan to communicate the schoolwide plan to the LEA, parents, and the public. The communication plan must be in an understandable, uniform format that parents can understand.

- A schoolwide plan will be discussed at our Annual Title I meeting, posted on our school website, discussed at a staff meeting, and communicated with Central Office Coordinators.