SCHOOL DISTRICT OF TURTLE LAKE

"To foster a culture of excellence where every person belongs, learns and succeeds."

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Kent M. Kindschy, District Administrator　　　Troy Wagner, 4K-5 Principal　　　Jason Hinze, MS/HS Principal

Title I Schoolwide Plan K-5
2025-2026

Team Members:

Troy Wagner (Principal)　　　　　　　　　Denise Fall (Title I Coordinator)

Patti Burandt (Reading Specialist)　　　　　Ben Kisling (Tile I Math Teacher)

Rob Schmitt (Special Ed Director)　　　　　Becky Wright(Classroom Teacher)

Natasha Getschel (Classroom Teacher)　　　Sandy Erickson (Classroom Teacher)

Allison Olson (Classroom Teacher)　　　　　Missy Henck (Paraprofessional)

Cassie Johnson (Paraprofessional)　　　　　Jessica Ketternacker (Parent Liaison)

Meeting Documentation:

RtI/Title I Leadership Team

　　　Dates: Fall 2025　　Winter 2026 (School Review)　　Spring 2026 (Next Year Planning)

Meetings are intentionally scheduled 2 times/year for our schoolwide team to meet to oversee the implementation of the plan.

Data Team Meetings - bi-monthly　　　　　　PLCs - Weekly

Comprehensive Needs Assessment:

Information from End of 2024-2025 school year

Grade	Enrollment # of Students	# of Identified SPED Students	# of ELs	# of Classroom Teachers	Teacher/Student Ratios	Classroom Organization (Single grade, Looping, Mulitage, Combination)
4K	29	4	0	2	1:15	Single
K	28	4	0	2	1:14	Single
1	32	4	0	2	1:16	Single
2	21	3	0	2	1:11	Single
3	28	5	1	2	1:14	Single
4	34	5	1	2	1:17	Single
5	34	9	1	2	1:19	Single

Aimsweb Early Literacy (Information from End of 2024-2025 school year)

Grade	Well Below Avg	Below Average	Average	Above Average	Well Above Avg	%
K-28	8	10	10	0	0	35.7%
1-32	2	5	19	3	3	78.2%
2-21	5	0	13	1	2	76.2%
3-28	2	6	18	2	0	71.4%

FastBridge aReading & AUTOreading/CBM (Information from End of 2024-2025 school year)

Grade	High Risk	Some Risk	Proficient	On Target	%
4-36	8	2	22	4	74%
	6	2	26	2	80%
5-37	8	3	24	2	70%
	12	4	19	2	56%

FastBridge earlyMath (Information from End of 2024-2025 school year)

Grade	High Risk	Some Risk	Proficient	On Target	%
K-28	5	2	20	1	75%
1-33	3	6	22	2	73%

FastBridge aMath and Automaticity (Information from End of 2024-2025 school year)

Grade	High Risk	Some Risk	Proficient	On Target	%
2-22	4	2	12	4	73%
	2	2	11	7	82%
3-28	6	4	15	3	64%
	2	3	16	7	82%
4-36	6	4	24	2	72%

	6	2	22	6	72%
5-37	6	3	22	6	78%
	5	1	21	10	86%

FORWARD SCORES: (Information from _2023-2024_ Forward Exam)

Grade	Student Count	Percent Meeting and Advanced ELA	Percent Meeting and Advanced Reading	Percent Meeting and Advanced Writing	Percent Meeting and Advanced Math	Percent Meeting and Advanced Social Studies	Percent Meeting and Advanced Science
3	37	45.9%	45.9%	51.3%	62.2%		
4	31	48.4%	58.1%	45.2%	64.5%	70.9%	58.0%
5	25	52.0%	68.0%	48.0%	76.0%		

SMARTE Goal: By the spring of 2026, 50% of the first graders (class of 2036) will reach the 26%tile norm or higher according to the AimswebPlus early literacy assessment which includes all students regardless of race, ethnicity, and/or socially economically disadvantaged backgrounds.

Schoolwide Goals:

Reading: By spring 2026, 70% of students in 4th-5th grade will perform at or above benchmark.

- Forward Exam – proficient or advanced (gr. 3-5)
- FastBridge aReading – proficient or on target (gr. 2-5)

Reading: By spring 2026, 65% of students in 2nd-3rd grade will perform at or above benchmark.
- Forward Exam – proficient or advanced (gr. 3-5)
- FastBridge aReading – proficient or on target (gr. 2-5)

Reading: By spring of 2026, 50% of students in Kindergarten-1st grade will perform at or above benchmark.
- FastBridge earlyReading – proficient or on target (gr. PK-1)
- 100% mastery of letter sounds and recognition (Kindergarten)

Math: By spring 2026, 75% of students at noted grade levels will perform at or above benchmarks.

- Forward Exam – proficient or advanced (gr. 3-5)
- FastBridge aMath – proficient or on target (gr. 2-5)
- FastBridge earlyMath - proficient or on target (gr. PK-1)

- Count to 100, recognize to 20, print to 20 (Kindergarten)

Instructional Strategies:

➔ Implement supplemental computer and Ipad programs to increase individual growth
  ◆ Accelerated Reader, Xtra Math, MobyMax, Reading Eggs, MathSeeds, Fast ForWord, Wonders Game Center
➔ Small group instruction and interventions for math and reading
➔ Implement small group and individual centers/stations for math and reading
➔ Instructional minute expectations for reading (120/90 min) and math (90/60 min)
➔ Implemented curriculum in Wonders Reading (leveled reading instruction in both whole and small groups in gr. K-5)
➔ Implemented curriculum in Math Expressions
➔ Schedules designed with consideration given to prime learning times
➔ English Learner materials to support ELL students (professional development books to support teachers and spanish books to support the students in the classroom and at home)
➔ Common Planning Time
➔ Guided Reading/Running Records/Math Running Records
➔ Phase 2 & 3 programs - LLI, HELPS, Comprehension Toolkit K-2 and 3-6, Words Their Way Spelling, Reading Mastery, Sound Partners, LLI Phonics, Fast ForWord, From Phonics to Reading, RIME Magic, Graham Fletcher Fluency Kit
➔ Using the tier structure of academic RtI to identify needs for students needing improvement and students who need enrichment or extension
➔ Highly Qualified Teachers and Paraprofessionals hold required certifications to ensure all students are given the opportunity to reach the satisfactory and proficient levels of learning
➔ Identifying essential standards for reading and math for each grade level and establishing common formative assessments (CFA's) for those standards
➔ Using FastBridge data to assess the health of student learning 3-4 times/year
★ Our goal is to continue to implement a more structured school wide RtI. The CFA's data will provide teachers with specific details on what their students are struggling with.

Professional Development:

➔ 100% of teachers and paraprofessional are highly qualified
➔ Professional development plan has been provided by the administration staff.
➔ Professional opportunities offered and available through in-service days and off site opportunities

RtI	Title I Specific Workshops
PBIS	CESA 11 Technology Workshops
PLC Meetings	WSRA Convention

Educator Effectiveness	Teach Grant Training
Technology (Google Apps)	Guided Reading/Running Records
Special Education Workshops	PD with Reading Specialist

➔ Current Professional Development Needs to Staff
  ◆ Differentiated Instruction
  ◆ How to teach writing
  ◆ OG Instruction
  ◆ Support in data sources
➔ PLC and RtI show how teachers have improved in their teaching and learning practices as a result of the plan evaluation process.

Parent Involvement:

- Parent-School Compact shared at Fall Parent-Teacher Conferences
- Parent-Teacher Conferences (PK-5: 2 times per year)
- Parent Surveys Sent Home
- Parents and Community members are invited to be a part of the schoolwide planning committee: advertised in the school newspaper and School Title I page
- Encouraged Parent and community volunteers
- Fall Open House
- 4 year-old Kindergarten Family Nights
- Spring Annual Review and Planning Meeting
- Family Nights (Fall and Winter)

Parent Communication:

- School Communicator (3 times a year)
- Social media, email, TL front of school sign, text messages, weekly newsletters from teachers, Classdojo/Bloomz
- Parent-Teacher Conferences
- Skyward Parent Portal
- Summer Reading Incentives
- Parent Surveys to determine success of communication and to adjust plan based on input and feedback
- ★ Schoolwide Plan Availability: School Title I webpage, LEA's webpage, Title I brochure sent in Fall, paper copy upon request, sent in home language when applicable

Teacher Involvement in use of Academic Assessments:
Teacher Participation in Data Analysis

- Increase grade level collaboration time through common planning periods and use of in-service time
- PLCs – professional learning communities by groups of grade levels - weekly meeting
- Title I Schoolwide Annual Review meeting in Spring
- Classroom core teachers collect core academic data on all students throughout the year
- Instructional decisions are based upon the data collected by the individual teacher
- Comprehensive Needs Assessment data is shared with leadership team and staff
- Teachers work together to help achieve school building goals
- RtI meetings held as needed (on top of the 3 times review meetings)
- Data Team meetings held bi-monthly
- Problem Solving Team held when needed to discuss concern for student

Timely and Effective Assistance:

- Students are monitored quarterly for progress and decisions are made for further instruction.
- Students who are not passing core academic classes, in addition to students who are struggling, have the opportunity to receive additional assistance from the resource teacher or during RtI blocked time, daily.
- FastBridge aReading and aMath are used to identify students at-risk of failure in the areas of math and reading.
- Small group, repetition, extra practice, extra modeling, scaffolding, differentiation
- Sight word, phonemic and family pattern emphasis
- Provide reading practice to ensure success at individual levels (AR)
- Build fluency with rereading and other fluency improvement activities
- AGR (Achievement Gap Reduction)
- Weekly PLC meetings
- RtI committee meetings
- Running Records

Coordination:

- Evidence of Coordination with Federal, State and Local Resources, Service and Programs
  - AGR (gr. K-3)
  - Federal special education flow-throw dollars
  - Staff members are on multiple committees
  - Parent and community volunteers
  - Laker Service Program
  - School leadership team
  - Response to Intervention
  - Head Start
  - Backpack Program