



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 2026-2027

Team Members:

Troy Wagner (Principal)

Brianna Schock-Clarkson (Reading Interventionist)

Rob Schmitt (Special Ed Director)

Natasha Getschel (Classroom Teacher)

Allison Olson (Classroom Teacher)

Cassie Johnson (Paraprofessional)

Denise Fall (Reading Specialist)

Scott Mateski (Title I Math Teacher)

Becky Wright (Classroom Teacher)

Sandy Erickson (Classroom Teacher)

Missy Henck (Paraprofessional)

Jessica Ketternacker (Parent Liaison)

Meeting Documentation:

RtI/Title I Leadership Team

Dates: Fall 2026 Winter 2027 (School Review) Spring 2027 (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 2025-2026 school year

Grade	Enrollment # of Students	# of Identified SPED Students	# of ELs	# of Classroom Teachers	Teacher/Student Ratios	Classroom Organization (Single grade, Looping, Multitage, Combination)
4K	20	2	0	2	1:10	Single
K	26	5	0	2	1:13	Single
1	28	7	0	2	1:14	Single
2	29	1	0	2	1:15	Single
3	22	4	0	2	1:11	Single
4	31	8	1	2	1:16	Single
5	31	4	1	2	1:16	Single

Aimsweb Early Literacy (Information from End of 2025-2026 school year)

Grade	Well Below Avg	Below Average	Average	Above Average	Well Above Avg	%
K-26	2	6	16	1	1	69%
1-27	3	5	15	2	2	70%

Aimsweb Reading (Information from End of 2025-2026 school year)

Grade	Well Below Avg	Below Average	Average	Above Average	Well Above Avg	%
2-29	0	3	21	3	2	90%
3-22	3	3	12	2	2	73%
4-31	4	2	15	6	4	81%
5-31	1	2	19	5	4	90%

Aimsweb Early Numeracy (Information from End of 2025-2026 school year)

Grade	Well Below Avg	Below Average	Average	Above Average	Well Above Avg	%
K-26	3	4	12	3	3	73%
1-27	4	3	12	7	1	74%

Aimsweb Math (Information from End of 2025-2026 school year)

Grade	Well Below Avg	Below Average	Average	Above Average	Well Above Avg	%
2-29	3	0	15	5	6	90%
3-22	4	2	11	2	3	73%
4-31	5	1	14	7	4	81%
5-31	1	1	12	5	12	94%

FORWARD SCORES: (Information from 2024-2025 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	27	37.0%	33.3%	44.4%	44.4%		
4	34	55.9%	58.8%	55.9%	50.0%	76.5%	58.9%
5	37	56.7%	54.0%	56.7%	64.8%		

SMART Goal: By the spring of 2027, each grade level 1-5 will maintain their current 2026 Aimsweb class score within a 5-7% range according to the AimswebPlus reading and math assessment, which includes all students regardless of race, ethnicity, and/or socioeconomically disadvantaged backgrounds.

Schoolwide Goals:

Reading: By spring 2027, 70% of students in 4th-5th grade will perform at or above benchmark.

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

Reading: By spring 2027, 65% of students in 2nd-3rd grade will perform at or above benchmark.

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

Reading: By spring of 2027, 50% of students in Kindergarten-1st grade will perform at or above benchmark.

- aimsWeb – proficient or on target (gr. PK-1)
- 100% mastery of letter sounds and recognition (Kindergarten)

Math: By spring 2027, 75% of students at noted grade levels will perform at or above benchmarks.

- Forward Exam – proficient or advanced (gr. 3-5)
- aimsWeb Math – proficient or on target (gr. 2-5)
- aimsWeb Early Numeracy - 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, Math Expression Matific, Lexia Core 5, Wonders Game Center, Epic, Blooket
- 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 aimsWeb 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 paraprofessionals 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 the School Title I page
- Encouraged the parents 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 the success of communication and to adjust the 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 the 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 the 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 are held bi-monthly
- The Problem-Solving Team held when needed to discuss concerns for the 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.
- aimsWeb is 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, Services, and Programs
 - AGR (gr. K-3)
 - Federal special education flow-through dollars
 - Staff members are on multiple committees
 - Parent and community volunteers
 - Laker Service Program
 - School leadership team
 - Response to Intervention
 - Head Start
 - Backpack Program