

Title I Schoolwide Plan

2023-2026

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District Title I Team Members

Mary LeMaster - Parent

Sarah Thomaschefskey - Parent

Val Wagoner - District Reading Specialist

Jamie Palubicki- Reading Interventionist

Hilary Thompson - Reading Interventionist

Melissa Jahnke - Math Interventionist

Brady Weber - Elementary Principal

Kelly Huseby - Director of Curriculum and Instruction

Rebecca Jablonski - Director of Pupil Services

Title I Elements Include:

- **Needs assessment and program plan design**, to ensure services are designed to meet identified needs and help ensure that resource allocation is aligned with equity goals.
- **Family engagement**, to allow family perspectives to inform programming efforts and to promote coordination of school and family efforts to support students.
- **Appropriately licensed teachers**, to help ensure children from low-income families have equitable access to high-quality instruction.

Title I Elements Continued

- **Appropriately licensed teachers**, to help ensure children from low-income families have equitable access to high-quality instruction.

The district will collect Adult Practice Data through Educator Effectiveness

- Provide staff with Rapid Cycle Feedback to inform and improve instruction, leading to increased student engagement & achievement
- Collect adult observation data aligned to desired instructional & leadership behaviors

Title I Elements Continued

- **Equitable participation by private school students**, to ensure that eligible students in private schools benefit from Title I services, even though private schools cannot receive Title I funds directly.
- **Coordination with early childhood care providers**, to support transitions to 4K and Kindergarten.

Title I Program Requirements and Parents' Rights - DPI Website

Title I of the Every Student Succeeds Act (ESSA/ESEA) is a federal funded program designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

2024-2025 District Goals

Elementary Math & Literacy Goal:

1. The School District of Crandon will increase the number of students who are at or above grade level, as identified in iReady, in reading from 37% and math from 38% to 60% by Spring 2024 and to 75% by Spring 2025.
2. The School District of Crandon will decrease the number of students who are developing on standardized assessments for students with disabilities, economically disadvantaged, and Indigenous students on the ACT and Wisconsin Forward Exam.

Attendance Goal:

1. We will decrease the percentage of high-risk absenteeism (10 or more absences in a year) by 10% as measured by monthly attendance data. Based on 22/23 attendance data of 284 EL students, 134 MS students, 167 HS students.

2024-2025 High Quality Resources used to Teach Core Reading & Math

Reading

- Tools of the Mind: 4K
- American Reading Company (ARC) Core: Grades K-5
- From Phonics to Reading (Blevins) & University of Florida Literacy Institute (UFLI): Grades K-3
 - Phonics resources

Math

- Bridges: Grades PK-5

**2024-2025
High Quality
Resources used to
Provide
Reading & Math
Intervention**

Reading

- University of Florida Literacy Institute (UFLI)
- Corrective Reading
- Sonday
- Heggerty

Math

- Bridges Intervention
- CGI for Problem Solving & Reasoning
- Math Recovery (computation)

2024-2025 Universal Assessments for Math & Reading

Universal Assessment

Reading

- aimswebPlus Grades 4K-3
- iReady Grades 4-5
- ESGI Grades 4K-K

Math

- iReady Grades 1-5
- ESGI Grades 4K-K

Assessments for Students Receiving Title I Services

Reading Diagnostic

- aimswebPlus Grades K-3
- Acadience Grades 4-5

Reading Progress Monitoring

- Acadience Grades K-5

Math Diagnostic

- Forefront Grades K-5

Math Progress Monitoring

- Acadience Grades K-5
- EasyCBM Grades K-5

Title I Plan Overview

- Continue to refine the implementation of intervention programs and use of data
- Year 2 ARC Core reading resource in grades K-5
- From Phonics to Reading (Blevins) & UFLI phonics resource
- Professional development around Act 20: Science of Reading (K-3 Teachers, Interventionists, District Reading Specialist, Administration)
- Increase and improve family and community engagement
 - Continued attendance, participation, and leadership in Title VI PAC Meetings

ACT 20 & Title I

- Continued evaluation of resources, processes and procedures for ACT 20 compliance
- The district is engaged in Literacy and Leadership Training
 - Administration, District Reading Specialist, Reading Interventionists, and K-3 Teachers are learning about the Science of Reading and leadership practices that evaluate and support the teaching of the Science of Reading
 - Administration is participating in ARC training to support the overall implementation of the new literacy resource

Title I Funding

- Title I funding is utilized for reading and/or math interventionists.

Feedback & Questions

If you have any additional questions or feedback that you would like to share, please contact:

- Kelly Huseby - Director of Instruction/Title I Coordinator
- Val Wagoner - District Reading Specialist
- Brady Weber - Elementary Principal