# Weston Elementary Title I Plan

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| Principal & Contact Information | Kelly Ziegelbauer<br>kziegelbauer@dce.k12.wi.us 715-359-4181 ext. 5622 |
| Title I Part A Coordinator & Contact Information | Lisa Braun<br>lbraun@dce.k12.wi.us 715-359-4221 ext. 1239 |
| Title I Website | https://www.dce.k12.wi.us/departments/curriculum/title1assessments |
| Most Recent Update | November 11, 2026 |

**Planning Team**

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| Building | Principal | Kelly Ziegelbauer |
| Building | Dean of Students | Melinda Cartledge |
| Building | Literacy Interventionist | Suzanne Franck |
| Building | Literacy Interventionist | Carol Plaza |
| Building | Math Interventionist | Allison Schulist |
| Building | Building Leadership Team Member | Joy Frystak |
| Building | Building Leadership Team Member | Aubree Brux |
| Building | Building Leadership Team Member | Sam Kappel |
| Building | Building Leadership Team Member | Heather Andreas |
| Building | Building Leadership Team Member | Lauren Doescher |
| Building | School Psychologist | Amanda DeCaire-Denk |
| Building | School Social Worker | Lisa Morgan |
| Building | School Counselor | Aubree Brux |
| Building | 21st Century Community Learning Center Grant Coordinator (CCLC) | Mariah Belanger |
| Parent/Community | PTO President | Lindsey Lewitzke |
| District | MLSS Coordinator, Title I Coordinator, and EL Coordinator | Lisa Braun |
| District | Director of Teacher & Learning and Title II Coordinator | Michael Raether |
| District | Assistant Supt of Learning and Title IV Coordinator | Jeff Lindell |
| District | Director of Special Education | Julie Weller |
| District | Director of Student Services | Gina Lehman |
| District | McKinney-Vento Homeless Assistance Act | Lisa Morgan |
| District | Director of Talent & Culture | Sarah Trimner |
| District | District Literacy Coach | Jacque Stashek |
| District | District Math Coach | Amy Engebretson |

**Comprehensive Needs Assessment**

School Profile/Demographics

Weston Elementary School is one of seven elementary schools in the D.C. Everest Area School District. Demographics as of Third Friday Count (TFC) in September 2026:

- Grades Served: 4K-5
- Overall Student Population: 497
- English Learners (EL): 15.1%
- Students w/IEPs (Special Ed): 22.1%
- Economically Disadvantaged: 58.1%
- Homeless: 2.4%
- Race
  - Hispanic/Latino: 11.5%
  - American Indian/Alaska Native: 0.60%
  - Asian: 25.4%
  - Black: 2.0%
  - 2 or More Races: 5.8%
  - White: 54.7%
  - Native Hawaiian/Pacific Islander: 0%

Continuous Improvement Plan/Areas of Focus

This schoolwide plan is based on a comprehensive needs assessment and focuses on students with the greatest academic needs. For review of needs assessment data, please see the current Continuous Improvement Plan (School Improvement Scorecard) linked **HERE**. Progress monitoring measures (during the year) and lagging indicators (end of year) are included.

**Schoolwide Reform Strategies**

Schoolwide reform strategies are consistent with state plans and the local Continuous Improvement Plan referenced above and provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement. In addition, they use effective methods and instructional strategies based on scientific research in order to strengthen the core academic program, increase the amount and quality of learning time, before-and afterschool and summer programs opportunities, and a rich and accelerated curriculum. Strategies also consider meeting the educational needs of historically underserved populations. Strategies address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards.

| **Strategies:** | **Successful Implementation of Strategies Looks Like:** |
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| Continued use of evidence-based literacy and math curricular resources/programs<br><br>Current programming listed **HERE** | • Growth on universal screeners<br>• % of students meeting grade-level targets<br>• Progress monitoring growth for students receiving interventions<br>• Reduction in the % of students at risk<br>• Changes in classroom assessment performance |
| Implement Social Emotional Learning curriculum and screening<br><br>Current programming listed **HERE** | • Improvement in SEL screening data across competencies<br>• Reduction in behavior referrals / major incidents<br>• Increase in student “on-task” or engagement indicators<br>• Climate survey improvements (belonging, relationships, safety) |

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| Continue to use small groups and/or individual sessions for meeting unique social/emotional/behavioral needs | • Reduction in repeated behavioral incidents for participating students<br>• Improved attendance for students receiving support<br>• Observation of improved self-regulation and engagement |
| Continue to use academic interventions for students not meeting state academic content standards<br><br>Current programming listed **HERE** | • % of students exiting intervention due to meeting targets<br>• Progress monitoring growth rates (ROI)<br>• Reduction in the number of students performing below standard on screeners/state tests |
| Continue to provide high-quality professional development and coaching | • Observable changes in instructional practice (using an agreed-upon look-for tool)<br>• Improved student outcomes in areas targeted by PD<br>• Increase in teacher self-efficacy |
| Continue to integrate federal, state and other local programs/initiatives<br>• English Learner Services (Title III)<br>• Special Education Services (IDEA)<br>• Well-rounded education, safe and healthy students, and effective use of technology (Title IV)<br>• McKinney-Vento Homeless Assistance Act<br>• 21st Century Grant Community Learning Center (CCLC) | • Improved outcomes for subgroups (EL, students with disabilities, low-income, etc.)<br>• Reduction in achievement gaps<br>• Improved access to well-rounded curriculum offerings (art, PE, STEM, extracurriculars)<br>• Increased student participation in safe & healthy school programs |

**Instruction by Highly-Qualified Teachers & Strategies to Attract Highly-Qualified Teachers**

Teachers

All teachers in a Title I Schoolwide school must be appropriately licensed for the grade and content. A teacher who holds an emergency license for the grade and content is appropriately licensed. A substitute teacher must be appropriately licensed for the Title I assignment if they teach or work with students for 45 or more consecutive days. It is strongly recommended that shorter term substitute teachers and paraprofessionals also meet these requirements. A substitute teacher who is not appropriately licensed cannot be funded by Title I.

Paraprofessionals

All paraprofessionals in a schoolwide school must meet one of the following qualifications: have an associate degree, meet required assessment criteria, or have completed two years post-secondary education. This includes special education paraprofessionals. A substitute paraprofessional must be qualified for the Title I assignment if they work with students for 45 or more consecutive days. It is strongly recommended that shorter term substitute paraprofessionals also meet these requirements. A substitute paraprofessional who does not meet the requirements cannot be funded by Title I.

Records

Current records related to teacher and paraprofessional requirements are maintained at the school and district offices and are available upon request.
School Contact: Kelly Ziegelbauer, Weston Elementary School Principal

District Contact: Sarah Trimner, Director of Talent & Culture

Strategies to Attract Highly-Qualified Teachers
The D.C. Everest Area School District has widened its search for candidates by posting positions on WECAN. In addition, school and district leaders attend career/job fairs with members of the Talent & Culture Department. Staff members are offered a stipend when a staff member they referred is hired.

**Effective, Timely Assistance of Interventions**

Process
Students are identified for support and intervention through the Comprehensive Needs Assessment. We provide interventions that meet Act 20 requirements. In addition, we follow an MLSS model in an effort to ensure all students receive the support and intervention they need at the right time. For additional information on our MLSS model, see our **Everest System of Support (ESS) Flowchart.**

Current intervention programming listed **HERE**.

Fiscal Requirements
The public school portion of the Title I, Part A funding we receive (minus the parent/family engagement set-aside) is allocated for payment of salaries for staff members involved in providing intervention services and implementing reform strategies.

**High-Quality and On-Going Professional Development**

Teachers are provided with staff development 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 members complete a yearly professional development plan with their supervisors designed to meet personal and school wide goals.

The district provides high quality and ongoing staff development opportunities for all personnel based on building and district academic goals. See Continuous Improvement Plan linked **HERE** for this year's focus.

Every elementary school has an annual goal setting staff meeting between June and August where a team 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.

**Strategies to Increase Parental Involvement**

Our school is committed to building strong partnerships with parents and families as essential contributors to student success. In alignment with Title I requirements, we implement strategies and activities designed to meaningfully engage families in their child's learning and in the continuous improvement of the school. In the early months of the school year, parents receive a letter describing the Title I designation (sample linked **HERE**).

Annual Title I Review
Each year, Title I expectations and processes are reviewed during a PTO meeting. We explain the purpose and requirements of the Title I program, share the school's curriculum, assessments, and

achievement data, review the Schoolwide Plan and parent engagement policy, and provide opportunities for families to ask questions and offer input. The most recent annual review meeting was held on **November 10th, 2026**. The slide deck used is linked **HERE**.

Communication

We maintain ongoing, two-way communication with families using:

- Weekly or monthly newsletters
- School website and parent portal (Infinite Campus, etc.)
- Email, phone calls
- Translated materials and interpreter support as needed
- Regular updates on student academic progress and behavior

Parent Capacity to Support Learning

To support families in helping their children succeed academically, the school provides:

- Literacy and math family nights
- Resources for supporting learning at home (e.g., reading strategies, homework tips)
- Digital literacy sessions for parents to navigate school technology tools
- Connections to community agencies and support services
- Open houses
- Workshop sessions on topics related to parent needs
- Parent-teacher conferences

Parent–School Compacts

As part of our Title I responsibilities, the school collaboratively develops a School–Parent Compact. The compact outlines the shared responsibilities of school staff, families, and students to improve academic achievement and support positive behavior.

- Sample Letter Linked **HERE**
- Sample Compact Linked **HERE**

Evaluation of Parent Engagement

Each year, the school evaluates the effectiveness of its parent engagement activities through:

- Surveys
- Event participation data
- Feedback during conferences and events

**Plans for Assisting Preschool Children in the Transition from Early Childhood**

The following strategies are in place in an effort to ensure a smooth transition for kindergarten students entering our school:

- School staff members participate in transition meetings/communication with 4K/Early Childhood
- School staff members participate on early childhood education IEP teams
- We offer a “Bridge to Kindergarten” program during the summer prior to starting as kindergarten students
- The District offers “Jump Start” summer school programming the summer prior to kindergarten

**Methods to include Teachers in Decisions Regarding the Use of Academic Assessments**

Our school actively involves teachers in reviewing and interpreting state-mandated academic assessments to ensure results are used effectively to support student learning and program improvement. Teachers participate in collaborative data meetings to analyze assessment outcomes, identify individual student needs, and inform instructional adjustments. Their insights guide decisions

about how often assessments are reviewed, how results are communicated, and what instructional strategies are implemented, ensuring that assessments provide actionable information to improve both student achievement and the overall instructional program.

**Coordination and Integration of Federal, State, and Local Resources, Services and Programs**

One of our schoolwide reform strategies is related to coordinating/integrating federal, state and other local programs/initiatives:

- English Learner Services (Title III)
- Special Education Services (IDEA)
- Well-rounded education, safe and healthy students, and effective use of technology (Title IV)
- McKinney-Vento Homeless Assistance Act
- 21st Century Grant Community Learning Center (CCLC)

If we identify during a comprehensive needs assessment that one of our goals for improvement falls under more than one program/initiative, we consider ways in which we can braid funds to meet needs. We ensure that we meet the fiscal and program requirements of all funding sources that we consolidate.