Owen-Withee Title I School-wide Plan 2025-2028

Mission Statement- Ensure success for every student every day.
Vision Statement- In partnership with the community, our school ensures success for every student every day through collaboration, creativity, communication, and critical thinking.

Schoolwide Program Planning Team	
Principal	Julie Van Ark
School Counselor	Stephanie Goebel
Title I Reading	Rachel Devine
Title I Math	Zach Feind
Reading Specialist	Katie Hatlestad
Speech and Language Pathologist	Krista Dahlby
Director of Pupil Services	Kristi Ruggles
Community Members	Tanya Gruetzmacher
Parent	Tanya Gruetzmacher
School Board Member	Robyn Renderman
Classroom Teachers	Lisa Westaby, Alicia Wilson

Meeting Documentation (Dates/Purpose)

Date	Purpose	Participants
4/2/25	Discuss Tier 1 programs for adoption- pros/cons, ideas for solving problems	All staff
4/14/25	Complete the LAP-G (program review) to set goals and plan for professional development	All staff were invited
5/27/25	Schoolwide Annual Meeting	Principal, Reading Specialist, Reading Interventionist (all staff and community members invited)
10/22/25	Fall Title 1 Meeting	Rachel Devine, Zach Feind
5/19/26	Schoolwide Annual Meeting	Rachel Devine, Katie Hatlestad, Kristi Ruggles, Julie Van Ark
6/2-6/3	Complete the LAP-G (program review) to set goals and plan for professional development	

Comprehensive Needs Assessment

Demographic Data

	2024-25	2025-26	2026-27
Student Groups			
White	79.2	78	
Hispanic/Latino	15.4	17.4	
Black	1.4	0.9	
American Indian	1.4	0.5	
Asian	0.9	0.9	
Native Hawaiian/Pacific Islander	0.5	0.5	
Two or more races	1.4	1.8	
Students with Disabilities	18.6	21.1	
Economically disadvantaged	55.2		
English Learners	5.0	6.9	
Parent Open-Enrollment			
Into District		23 students	
Out of District		21 students	
Summary Data			

Chronic Absenteeism		4.5%	

Parent Perceptions Survey

Academic Data

Aimsweb Reading

Grade	*Percent of students below the 40%tile in Reading Use "District Benchmark" when filtering*								
	Fall 2025 New Norms	*Winter 2026*	*Spring/Summer 2026*	*Fall 2026*	*Winter 2027*	*Spring 2027*	*Fall 2027*	*Winter 2028*	*Spring 2028*
4K (IS)	*40.7*	*48.1*	*11.5*						
K (comp)	*20.8*	*25*	*29.2*						
1 (comp)	*16.7*	*30.3*	*32.4*						
2 (ORF)	*51.6*	*41.9*	*37.5*						
3 (ORF)	*50*	*52*	*34.6*						
4 (ORF)	*51.4*	*60.5*	*50*						
5 (ORF)	*59.3*	*48.1*	*44.4*						
Average	*41.9*	*43.7*	*34.2*						

Aimsweb Math

Grade	*Percent of students below the 40%tile in Math*								
	Fall 2025	*Winter 2026*	*Spring 2026*	*Fall 2026*	*Winter 2027*	*Spring 2027*	*Fall 2027*	*Winter 2028*	*Spring 2028*
K	*4.3*	*8.3*	*4.2*						
1	*33.3*	*24.2*	*33.3*						
2	*51.6*	*22.6*	*22.6*						

3	*25*	*32*	*19.2*						
4	*33.3*	*38.9*	*42.5*						
5	*37*	*51.9*	*37*						
Average	*30.8*	*29.7*	*26.5*						

Forward Exam Data (Longitudinal)

Assessment System

Owen-Withee Assessment System

Owen-Withee Chain of Assessments

Owen-Withee Tier 2 Flow Chart

Wisconsin Multiple Levels System of Support *(Timely and Effective Assistance)*			
Task	**Plan**	**Who is Responsible?**	**Evidence of Success**
Provide Academic Support for ALL Children in Reading & Math	Continue: ● Assessing students using a universal screener 3 times per year using Aimsweb Plus and/or Fastbridge ● Giving diagnostic assessments to students scoring under the 40th percentile ● Holding Data Review Meetings to discuss interventions and supports for students at every level ● Creating personal reading plans for students under the 25th percentile ● Monitoring the progress of interventions using Aimsweb Plus and/or Fastbridge progress monitoring assessments and holding check-in meetings to review the progress ● Holding Child Problem-Solving meetings to discuss progress and make servicing decisions for specific students who are	Classroom Teachers Title I Reading Teacher Title I Math Teacher Reading Specialist Director of Pupil Services Principal Sped Teachers	Implementation of NextPath and Aimsweb Reading PK-3. All staff are trained in basic navigation of both systems. An intervention menu is created and aligns with our Universal curriculum. Interventionists are trained in all interventions. Creation of an Owen-Withee WiMLSS Handbook. New practices and systems that were identified/created in the

	at-risk ● Meeting bi-montly during our PLC meetings to discuss programming and student data. Over the next 3 years, we will: ● **Review our menu of interventions at tiers 2 and 3, and align those to our universal curriculum.** ● **Train interventionists in those interventions** ● Adopt a new data management system (NextPath) ● Train teachers in NextPath and Aimsweb Plus ● Implement WiMLSS practices and systems that were identified/created in the handbook ● Create a school calendar that has all important dates scheduled before the school year begins, such as meetings, assessments, and PLC plan. ● Research and implement culturally responsive teaching strategies in order to reach every learner every day, every lesson ● **Explore options for supporting Multilingual Learners- have a plan in place by the end of 2026-27** ● **Master Schedule- fine-tune the schedule to allow for interventions and find more instructional time for Tier 1 program implementation** ● **Intervention schedule- provide Tier 3 interventions 5 days/week, PM weekly in addition to the intervention** ● Include 4K in the intervention schedule ● **Expand reading plans to include students at Tier 2 and into 4th-5th grades** ● Monitor progress of all students below the 40th percentile. ● **Progress monitoring schoolwide reward system- goals set and all receive the same reward for meeting goals.**		Handbook are implemented. Schoolwide Calendar is created and utilized. Culturally Responsive Teaching practices are implemented and achievement gaps are closing. A Plan has been identified for supporting ML students. Schedule has been fine-tuned, allows interventions to happen daily, and gives enough instructional time to implement all Core programs. All students who are under the 40th percentile receive a Personal Reading Plan and are progress monitored bi-monthly.
Mental Health and Wellness	SEL curriculum SEL small group interventions Classroom matrices for student expectations SAEBERS screener in grade 4	Guidance Counselor Classroom Teachers Director of Pupil Services Sped Teachers	Scheduled Guidance and small group intervention lessons weekly Behavior and Social-Emotional wellness information is tracked in NextPath and shows actionable data.

			Completed and utilized classroom matrices.

Academic/Behavior SMART goal (growth or benchmark): By the end of the 2025-26 school year, (schoolwide goal)

By the end of the 2027-28 school year, the number of students scoring under the 40th percentile will decrease by 30% since Fall of 2025 on reading and math screeners.
Fall 2025 percent of students below the 40th percentile: 41.9% average
Spring 2028 Goal: 29.3%
Fall 2025 percent of students below the 40th percentile: 30.8% average
Spring 2028 Goal: 21.6%

School-wide Components Met by Implementing this Plan:

Research Based Instruction	Address the Needs of All Children	Increase Learning Time
Highly Qualified Teachers	Ongoing Professional Development	Increase Parent and Family Engagement
Transitions	Additional Assistance to Identified Students	Coordinate Efforts

Tasks	Goal (Growth)	Timeline	Action/Support Commitment	Who is Responsible?	Evidence of Success
Core Curriculum and Instruction - Academic/Behavior (based on need; determine priority):					
Universal ELA ***(Reading and Writing)***	Decrease number of students scoring under 40th percentile by 30% on Aimsweb reading screeners from Fall 2025 to Spring 2028.	***Year 1***	Initial implementation of Bookworms curriculum in grades K-4 and Reading Reconsidered (RR) curriculum in grade 5. Implement Self-Regulated Strategy Development (SRSD) within the Bookworms and Reading Reconsidered frameworks. Continue implementation of the Differentiated Instruction (DI) block as part of	Classroom teachers, reading teacher, reading specialist, special education	Evidence of Bookworms/RR implementation in every classroom may include anchor charts, vocabulary walls, use of POWER and TIDE, completion of RR student packets etc. Evidence of DI

			the Bookworms curriculum. Create a master schedule to allow for collaboration between grade level teachers and reading specialist on Core programs and lessons.	teachers	implementation may include a small group instruction schedule. Alignment between Bookworms/RR and SRSD may include an updated pacing calendar.
		Year 2	Continue implementation of Bookworms and Reading Reconsidered. Further our understanding of SRSD and implement SRSD at a deeper level. Develop a matrices of teacher expectations for program implementation based on Bookworms training.		Students use POWER and TIDE to plan and write paragraphs and essays. Students are able to respond to comprehension questions within the curriculum with a well-written response. Instructional matrices are created for teacher expectations of Bookworms implementation and fidelity checks show that teachers are making progress toward full implementation.
		Year 3	Fine-tune Bookworms, Reading Reconsidered, DI Block, SRSD, Essentials, and UFLI implementation by undergoing an implementation review to find and correct problem areas.		the number of students scoring under the 40th percentile has decreased on average by 30% since Fall of 2025 on reading screeners by Spring 2028
Universal Math	Decrease number of students scoring under 40th percentile by 30% on Aimsweb math screeners from Fall 2025 to Spring 2028.	***Year 1***	Fine-tune the Bridges implementation by undergoing an implementation review to find and correct problem areas.	Classroom teachers, math interventionist, special education teachers	
		Year 2	Fine-tune the Bridges implementation by undergoing an implementation review to find and correct problem areas.		

		Year 3	Correct problem areas identified by the implementation review		the number of students scoring under the 40th percentile has decreased on average by 30% since Fall of 2025 on math screeners by Spring 2028

Parent and Family Engagement Goal: Continue to support all student achievement through parent and family engagement activities.

School-wide Components Met by Implementing this Plan:

Research Based Instruction	Address the Needs of All Children	Increase Learning Time
Highly Qualified Teachers	Ongoing Professional Development	Increase Parent and Family Engagement
Transitions	Additional Assistance to Identified Students	Coordinate Efforts

Tasks	Timeline	Goals	Who is Responsible?	Evidence of Success
Parent and Family Engagement	***Year 1***	Continue Parent Lunches	Title I staff; Classroom Teachers	Parent lunches are held in April and May
	Year 2	Increase parent communication by sending positive bi-monthly notes home at the beginning of every PLC meeting. Parents will be included in the process of reviewing and revising personal reading plans by inviting them to fall parent-teacher conferences with the reading specialist and interventionist.		Post cards are mailed twice per month. Scheduled parent-teacher conferences with the reading specialist and interventionist.
	Year 3	All teachers send weekly or monthly bulletins to update families (paper copies or digitally) using a consistent communication platform.		Bulletins are sent home monthly.

Family Engagement Opportunities *(narrative or bulleted list):*

- Open House
- Parent-Teacher Conferences
- Title I Family Nights (2 per year)
- Book Fair
- Christmas Concert
- Field Trips
- Read Across America Read-In
- Grandparents Day
- Moms and Muffins
- Dads and Donuts
- Blackhawk Blastoff
- Child Development Days
- Home Visits
- Parent Compacts
- Parent Lunches
- MLL Family Night
- Parent/Family Engagement Policy (800 Policy)

Transitions		
School-wide Components Met by Implementing this Plan:		
Research Based Instruction	Address the Needs of All Children	Increase Learning Time
Highly Qualified Teachers	Ongoing Professional Development	Increase Parent and Family Engagement
Transitions	Additional Assistance to Identified Students	Coordinate Efforts
Transitions	**Time of Year**	**Who is Responsible?**

Child Development Days	Spring	4K Teachers, Speech and Language Pathologist, Principal
Blackhawk Blastoff	Ongoing	PK teachers
PK to K Moving Up Day	Spring	PK and K teachers
3rd Grade Promotion Policy	3rd Grade promotion policy adopted by July 1, 2025 and implemented by June 2027	3rd grade teachers, Title I staff, Principal, DAC
5th to 6th grade Spring Meeting	Spring	6th grade teachers
Open House	Fall	All Staff
Summer School (welcome to your new grade)	Fall	All Staff

Appropriately Licensed Teachers

School-wide Components Met by Implementing this Plan:

Research Based Instruction	Address the Needs of All Children	Increase Learning Time
Highly Qualified Teachers	Ongoing Professional Development	Increase Parent and Family Engagement
Transitions	Additional Assistance to Identified Students	Coordinate Efforts

Highly Qualified Teachers

A. All teachers and paraprofessionals currently hold the required certification. Teachers who are on a provisional license are enrolled in a state approved licensure program.

Professional Learning Plan

School-wide Components Met by Implementing this Plan:

Research Based Instruction	Address the Needs of All Children	Increase Learning Time
Highly Qualified Teachers	Ongoing Professional Development	Increase Parent and Family Engagement
Transitions	Additional Assistance to Identified Students	Coordinate Efforts

Owen-Withee Professional Learning Plan Link

Professional Development Completed	Timeline/Dates	Participants	Core Area Impact
Bookworms initial training	August 2025	All teachers	Reading
NextPath training	August 2025	All teachers	Reading, Math, and SEL
Aimsweb Plus training (PM)	September 2025	All teachers	Reading
Literacy Leaders meeting	September 2025	Reading Specialist	Reading
Title I Kickoff meeting	October 2025	Reading and Math interventionists	Reading and Math
It's Possible Series	December 2025 and April 2026	Reading Specialist and Principal	Reading
Literacy Leaders Meetings	May 2026	Reading Specialist and Interventionist	Reading

Coordinate Federal, State and Local Efforts: (What services and/or resources are provided by other federal programs, state and local community based programming?)

School-wide Components Met by Implementing this Plan:

Research Based Instruction	Address the Needs of All Children	Increase Learning Time
Highly Qualified Teachers	Ongoing Professional Development	Increase Parent and Family Engagement
Transitions	Additional Assistance to Identified Students	Coordinate Efforts

Ag Day with Wells Farm, Smokehouse with Owen-Withee-Curtiss Fire Department, AGR, Boy/Girl Scouts, 4-H community events,
Dental Sealants, Backpack program (WOW), Lions Club for eyeglasses and hearing/vision screening, Forward Bank Stuff the Bus donations, Veterans Day Assembly,
Shop with a Cop, Forward Bank financial presentation