

De Soto Area School District



School-Wide Title I Plan
2025-2026

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De Soto Area Schools:

2025-2026 School-Wide Title I Planning Calendar

August- September:

- Title 1 teacher meeting with administration to share out everyone's needs, ideas and develop a plan
- Have school wide plan approved by the School Board
- Meet with Title 1 planning committee
- Provide Finalized Schoolwide Plan to staff members

September-April

- Use working plan to drive instructional and school based decisions
- Identify areas of improvement or in need of modification
- Work with parent committees for parental involvement

December

- School Wide Title I planning committee will collect feedback from staff for the purpose of reviewing and revising the plan
- Mid-Year meeting of the School Wide Title I planning committee

June/ July

- Make final revisions to School Wide Plan for the 2026-2027 school year at the end of year planning meeting

Summer 2026

- Submit plan to the school board for approval

2025-2026 Planning Committee:

Name	Title	Phone
Sarah Fruit	Title I Coordinator	(815)821-5427
Sarah Fruit	Title I Teacher Stoddard and Prairie View Elementary	(815)821-5427
Scott Kelly	Prairie View Elementary Principal	608-648-2227 ext 501
Derek Fuglsang	Stoddard Elementary Principal	608-457-2101 ext 600
Marlee Nehring	2nd Grade Teacher Prairie View	(608)648-2227 ext 522
Sarah Bay	2nd Grade Teacher Stoddard	(608)457-2101 ext 620
Lauren Williams	3rd Grade Teacher Prairie View	(608)648-2227 ext. 523
Michael Douglas	3rd Grade Teacher Stoddard	(608)457-2101 ext. 621
Jennifer Jaekel	Special Education Stoddard	(608)457-2101 ext. 614
Craig Gerlach	Superintendent	(608)648-3311
Nikki Egge	Reading Specialists	(608)648-3311 ext 140
Nick Mooney	Homeless Liaison	(608)648-3311 ext 107

Comprehensive Needs Assessment

a. We Conducted a Comprehensive Needs Assessment identifying specific areas of academic need for all various populations of students, resulting in a plan that reflects: challenging goals, identified areas of instructional strengths and weaknesses, use of data driven decision-making, and a strong understanding of instructional approaches

De Soto Area School District Comprehensive Needs Assessment

Title I Services Referral Form

Student's Name: _____ Grade: _____

School: _____ Birth Date: _____

Assessment Results (Fill out ones that apply):

AimsWeb: _____

Fountas and Pinnell: _____

STAR Reading: _____

STAR Early Literacy: _____

STAR Math: _____

ESGI: _____

Forward: _____

Computer Program Scores: _____

Student Report Card: _____

Other: _____

Title I Area(s):

Reading Math ELA (English, Language Arts)

Differentiation

Which instructional intervention strategies have been utilized for this student?

1. _____
2. _____
3. _____
4. _____
5. _____

Student's Strengths

1._____

2._____

3._____

Student's Areas in Needs of Improvement

1._____

2._____

3._____

Reform Strategies

b. We have provided for the implementation of reform strategies designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels, including: strengthening core academic programs, increasing the amount and quality of learning time, enriched and accelerated curriculum, and strategies to meet the needs of historically underserved populations and those at risk or not meeting academic performance standards.

As a result of analyzing the school district assessment data, the school wide planning committee along with other key individuals have implemented strategies throughout the school district to increase student achievement. These strategies address all learners including those who are high achieving as well as those who are below proficiency.

Reform Strategies

- Coaching
- PLC (Professional Learning Communities) - align curriculum
- Updating / aligning Curriculum
- Data Review
- TAG program development
- Interventions (small group instruction)
- Counseling & Guidance for student well being
- Differentiation
- Increased Family Nights for Collaborative Community Learning
- Grade Level Work between the two elementary schools
- Professional Resources: Reading Strategies, Book Study, Science of Reading & PLC work

Highly Qualified Teachers

c. We provide instruction by highly qualified teachers & staff.

Teachers: All Elementary teachers in the De Soto Area School District Title 1 Schools are highly qualified per Every Student Succeeds Act (ESSA) guidance. All Elementary teachers participate in relevant staff development that is aligned to both District Continuous Improvement Plans and Title 1 Improvement goals. Other staff development opportunities may be approved on an individual basis by their supervisor. Student needs are taken into consideration when staff are placed in positions. We are placing the highest priority on professional development to ensure our teachers have the tools to help students be proficient readers.

Para-Professionals: All Paraprofessionals are highly-qualified per Every Student Succeeds Act (ESSA) guidance. They have either 60 or more credits of college coursework, or they have completed and passed our paraprofessional training course offered in our district. The same staff development opportunities teachers receive are also offered to the

paraprofessionals. Occasionally the same training is not appropriate, but classroom teachers or other qualified staff may provide staff development relevant to the paras at alternate times.

Ongoing Professional Development

d. We provide high-quality and ongoing professional development for teachers, principals, paraprofessionals, and others as appropriate.

Professional Development

- District Professional Development
 - CSI (Continuous School Improvement)
 - Staff Inservices (Instruction, Academics, Curriculum, Behavior Interventions)
 - Data Review (State, District and Local Assessments)
 - Grade Span in buildings PLC
 - Curriculum Review
 - Instructional Strategies
 - Assessment Tools
 - Grade Level PLC
- Conferences
 - Math Conference
 - Title 1 Conference
 - WSRA Reading Conference
- CESA Workshops
 - Title 1 meetings
 - Reading/ Math Strategies

Strategies to Attract High-Quality and Highly Qualified Teachers

e. We implement strategies to attract high-quality and highly qualified teachers to high-needs schools.

The De Soto Area School District uses the following strategies to attract high quality and highly qualified teachers:

- Small school district that is well known for great facilities and giving staff/ students many educational opportunities
- Hires Teachers & Staff who are certified in their content area
- Uses WECAN & advertises for opening : Newspapers, Social Media & Website
- Supports a large number of student teachers in our district each school year
- Works with pre-service teachers and local colleges to get future teachers interested in our district
- Competitive benefits & salary
- Professional development opportunities; conferences, district in-services
- PI-34 Support; Mentors & training.
- Science of Reading

Parental Involvement

f. We have strategies in place to increase parental involvement in student achievement.

The Title I staff works closely with our Parent Teacher Organization to bridge together learning from school to home across all academic areas. The team of staff and parents provide multiple opportunities for families and staff to work together to foster a continual learning environment throughout our community. As a result the team hosts the following annual events for all students in our district:

- PTO meetings and events
 - Open gym nights
 - Movie nights
 - Pirate Carnival
 - Elementary School Store
 - Color run
 - School dance
 - Halloween Party
 - Easter Egg Hunt
 - End of year Family Picnic/ Ice Cream Social
 - Booster Club
- Family Literacy Event (Young Authors' Night)
- STEAM Night
- STEM Night
- Music & Arts in Education Night
- Family Math Night
- Booster Club- De Soto Athletics
- Annual Title I parent meeting
- Registration
- Open House nights
- Parent survey

Transition

g. We assist children in transition to next levels

In preparation for each upcoming school year the De Soto Area School District notifies parents and families in the De Soto Area about school registration and child development days for all incoming and current students. These notifications are done through mailing to the families, information on the school website and ads printed in the local papers.

Activities to address transitions:

- Back to School Night
- Summer School- Middle School Summer on the River
- Preschool family fun days

- Preschool graduation
- 5th grade middle school visit
- 5th grade graduation
- 8th grade promotion ceremony
- New Student & 6th Grade Orientations
- Parent Teacher Conferences
- Child Development Days- Prairie View & Stoddard

Teacher Involvement in Use of Academic Assessments

h.Teachers are included in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

The De Soto Area School District strives to provide effective professional development for all staff members regarding the use of our district level assessments. The district holds Professional Learning Community meetings or PLC meetings to discuss the use and adaptation of district assessments. The staff is trained on how to use the assessment data to drive instructional decisions. PLC time is again used to determine student achievement and to also identify gap areas in the curriculum.

Timely and Effective Assistance

i.We provide timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.

De Soto Area Schools provide multiple opportunities for students to achieve proficient and advanced levels on the state and district assessments. The classroom teachers, support teachers and Title I staff constantly monitor student achievement and mastery of content standards. If a student is veering off course towards proficiency the Title I staff and classroom teachers meet to provide additional support for that student. The team determines the appropriate support needed and determines the student's intervention plan.

Coordination

j.We coordinate the Title I Schoolwide Program with other federal, state, and local resources, services, and programs.

The De Soto Area School District continues to be dedicated to excellence and strives for success for all students. In order to best meet the needs of our students we utilize several federal, state, and local resources. These resources include the following programs and departments:

- Smiles for Life (Dental Assistant)
- Free and Reduced Meals (Breakfast and Lunch)
- Occupational Therapy
- Physical Therapy

- Speech and Language Pathology
- School to Work Program
- Advanced Placement Courses
- Youth Options Courses
- Course Options
- School to Work Programs
- Homeless Youth Services
- TAG (Talented & Gifted Program)
- Scholarships
- Food Pantry/Backpack Program (Providing food for families)
- Health and Wellness promotions (Grant Funded)
- IEP Meetings/ Plans
- 504 Plans
- After School Snack
- Morning Healthy Snack
- Clinical Social Worker
- School Psychologist
- After School Study
- Beyond the Bell
- Parent Teacher Conferences
- Mississippi Valley Talented & Gifted Coalition
- Spelling Bee
- Battle of the Books

Title I School Wide Goal—Update 9/3/25

Stoddard

Goal: 70% of the students in grades K-5 grades will perform at the norm referenced proficiency level using State & District Literacy Assessments/ Screeners. This data will be taken from Aimsweb Assessment and STAR Reading Assessment.

Prairie View

Goal: 50% of the students in grades 2-5 grades will perform at the norm referenced proficiency level using State & District Math Assessments/ Screeners. This data will be taken from STAR Math Assessment.

***Title 1 staff, classroom teachers and other support teachers will work collaboratively to team teach lessons when academically appropriate

Stoddard and Prairie View Staff 2025-2026

All staff members at De Soto Area Elementaries are certified for their teaching assignment and all paraprofessionals meet the requirements of ESEA/ESSER.

Principals: Scott Kelly (Prairie View) and Derek Fuglsang (Stoddard)

Early Childhood Special Education: Abbey Ellis

Four Year Old Kindergarten Stoddard: Abbey Ellis

Four Year Old Kindergarten Prairie View: Alisha Sowle

Kindergarten: Keri Gelf (Prairie View) and Elisa Trussoni (Stoddard)

Grade 1: Heather Stenslien (Prairie View) and Kiley Peterson (Stoddard)

Grade 2: Marlee Nehring (Prairie View) and Sarah Bay (Stoddard)

Grade 3: Lauren Williams (Prairie View) and Michael Douglas (Stoddard)

Grade 4: Ericka Arenz (Prairie View) and Tracy Gray (Stoddard)

Grade 5: Evan Wick (Prairie View) and Tesa Leatherberry (Stoddard)

Title 1: Sarah Fruit

Reading Specialist: Nikki Egge

Title 1 Coordinator: Sarah Fruit

Special Education: Hannah Darling (Prairie View) and Jennifer Jaekel (Stoddard)

Special Education Director: Nick Mooney

LMC: Diane Olson and CESA 3

Art & TAG: Meg Buchner

Music: Katie Justin

Director of Pupil Services: Craig Gerlach

Superintendent: Craig Gerlach

Speech and Language: Virtual

School Counselor: Tom Dwyer

School Nurse: Loralee Wetter

Paraprofessionals: Jennifer Gullickson (Prairie View), Tamera Zink (Stoddard), and Amanda Waller (Stoddard)

School Secretary: Melissa Skildum (Prairie View) and Mary Radke (Stoddard)

Food Service: Betsy Knutson (Middle/High School), Stephanie Moore (Prairie View), and Erica Koch (Stoddard)

Building & Grounds: Guy Boardman

Custodians: Jennifer Gullickson (Prairie View) and John LeJeune (Stoddard)

School Psychologist: CESA 4

Appendix: Intervention Planning, Documentation & Meeting

<https://docs.google.com/document/d/1xi7ytXRHiefxgCNj5C54y3CHmw0BltCVvFGkIgEapg/edit?usp=sharing>