



## **2025-26 School Building Level Needs Assessment & Program Design**

A school shall establish a school team, including teachers, principals, other school leaders (included from LEA), paraprofessionals, parents, and other members of the community (i.e. tribal organizations present within the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school) to implement a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the LEA. (as required under ESSA Section 1114(b)(2) and (6).

Details regarding how, when, where parents and families will be included in the developing, evaluating, and revising of your annual Title I Schoolwide Plan and in the professional learning of your schools' staff is required.

Sheboygan Leadership Academy has three areas of need within our K-5 population, literacy, social-emotional development and support, and after school care.

## Literacy

**Aimsweb+ 2024-25**  
**Oral Reading Fluency**  
**Grades 1-3**

Fall	74.2%	40.3%	21.0%	12.9%	14.5	6	25.8%
Winter	70.5%	31.1%	9.8	29.5%	21.3%	4	29.5%
Spring	76.7%	31.7%	13.3	31.7%	15.0	5	23.3%

Oral reading fluency results for grades one through three continue to indicate students performing below average in their fluency development. While we saw improvement in students moving from the well below average range in the fall to the below average and the low average range in the spring, it is clear that our students continue to need a great deal of literacy support and exposure to text.

**Renaissance Learning 2024-25**  
**STAR Reading**  
**Grades K-5**

Fall	62.7%	23.9%	38.8%	28.4%	9	37.3%
Winter	50.7%	20.9%	29.9%	41.8%	7	49.3%
Spring	53.9%	14.5	39.5%	40.8%	5	46.1%

Similarly to the aimsweb+ oral reading fluency indicators above, growth in the overall population in reading competency is evident, as students move out of the below basic range in the fall and into basic and proficient ranges in the spring. However, an appropriate goal to move a least 50% of the overall population to proficiency falls short.

**Wisconsin Forward Exam 2023-24**  
**ELA**  
**Grades 3-5**

Spring	65.2%	27.3%	37.9%	30.3%	4	34.8%
--------	-------	-------	-------	-------	---	-------

State testing also identifies 65.2% of our grade three through five population below proficiency benchmarks.

**A. Strengths:** Aimsweb+ oral reading fluency measures and STAR Reading Assessment performance shows gains from fall to spring.

**B. Weaknesses:** State testing performance continues to show a significant percentage of our school population is not proficient in English language arts, with more than half the class testing at the basic or below basic level. In addition, economically disadvantaged students are underperforming when compared to not economically disadvantaged students.

## Social & Emotional Development and Support



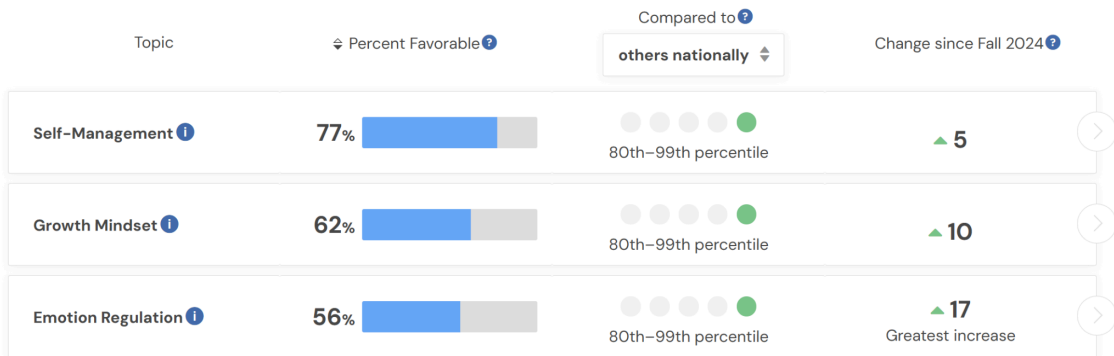
### Student Competency & Well-Being Measures

How did students perceive their own social-emotional skills?

3-5

53 responses | [show breakdown](#)

Save as PDF ✓



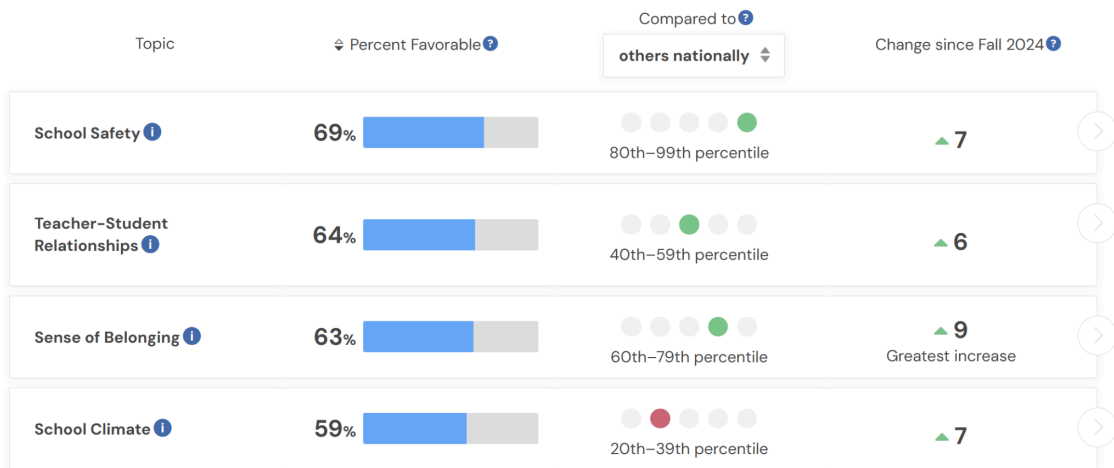
### Student Supports+Environment

What feedback did students have for their school?

Grades 3-5

53 responses | [show breakdown](#)

Save as PDF ✓



**A. Strengths:** Emotional regulation saw a staggering jump in our third through fifth grade population this past school year. This can be attributed to a focus on SEL and adoption of Everyday Speech SEL curriculum.

**B. Weaknesses:** School climate's indicator continues to be under the 50th percentile.

## After School Care

A Kid Stop after school care program was started in 2022 at Sheboygan Leadership Academy at the request of several school families

- Participation Trends:
  - 2022-23: 77 individual students
  - 2023-24: 58 individual students
  - 2024-25: brought a change in funding and families needed to pay for after care resulting in a decline in registration, yet still serving 29 individual students

**A. Strengths:** After school care provides a nutritious supper service and a safe supportive environment for students after school for two hours after dismissal daily.

**B. Weaknesses:** Charging for after care saw a decrease in enrollment in after care, and students who need support during that time of the day not being able to access it.

## 2. Schoolwide reform strategies to improve student learning, with a focus on addressing the needs of those children who are most at risk.

- 2025-26 Literacy Reform Strategies:
  - Support for strong literacy practices and classroom implementation of research based strategies
  - Observation and feedback on improvement in literacy classroom practices
  - Strengthen highly qualified literacy instruction and/or highly qualified instructional leaders
  - Cox Campus Act 20 Literacy Training
    - CESA 6 in-person literacy professional development
    - Complete literacy training and pass state mandated examination
  - Schoolwide Title I Reading Program
    - Licensed Reading Teacher
    - Voyager Sopris Passport to Reading
    - Monthly Literacy Meetings
  - After School Care
    - Supports literacy initiatives with wrap around care in which homework can be completed and enrichment activities will be provided
- 2025-26 Social & Emotional Reform Strategies:
  - Continue Restorative Practices Implementation
    - Restorative Circles
    - Restorative Conferencing
  - Continue Everyday Speech Curriculum Implementation
    - Bimonthly guidance classes in all grades
  - After School Care

- Supports social and emotional learning initiatives with wrap around care in which enrichment activities will be provided

**3. Strategies that will: improve instruction for all children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.**

- 2025-26 Continued Schoolwide Literacy Strategies:
  - LEXIA implementation K-5
  - Houghton Mifflin Harcourt's Into Reading Curriculum K-5
  - Progress Monitoring (STAR testing, aimsweb+, Curriculum Based Assessments, Reading Readiness Screener & Diagnostic Assessments)
    - Personalized Reading Plans for all K-3 students who score below the 25th percentile on grade level indicators
  - In-Classroom Reading Intervention for Identified Students
- 2025-26 Continued Schoolwide Social & Emotional Development Strategies:
  - Trauma Informed Care
  - Mental Health First Aid
  - Progress Monitoring (Panorama Social Emotional Learning Surveys, Office Behavior Referrals)
  - Everyday Speech Social Emotional Learning Program
  - The Virtues Project

**4. Strategies for ongoing parent engagement, including parent engagement strategies to improve student learning (as required under ESSA Section 1116(c)(3)).**

- Weekly Electronic Parent Correspondence (with built-in accessibility & translation)
- Regular Family & School Activities (Trunk or Treat, Concerts, Book Fair, Talent Show)
- Great Start and Parent/Teacher Conferences
- Parent Surveys
  - Parents will be surveyed during the school year. District and school specific results will be analyzed. Principals will report the results to staff and parents in follow-up meetings. In these meetings parents and staff will provide clarification on the results and identify 1-2 areas to prioritize our focus. Based on the priority areas, schools and the district will engage in a cycle of improvement.
- Skyward
- Daily and Frequent Classroom to Home Communication using ClassDojo and Remind, and through Finalsite App

**5. Tools and processes to regularly monitor and revise the schoolwide plan.**

- Regular Title I Teacher & Elementary Teacher Meetings

- DPI Mindset Cards & Meeting Norms
- Consistent and Regular Data Review Including:
  - LEXIA results
  - STAR results
  - Reading Readiness Screener results
  - Diagnostic results
  - Curriculum Based Assessments
  - Behavior, Attendance, & Social-Emotional Learning Data in Panorama
  - Additional Formative & Summative Assessments
- Family Engagement Activities
  - Title I Reading Teacher & Parent Conferences and Check-In
  - Progress Reports
  - Title I Family Night & Feedback from Title I Annual Meeting
- Feedback Surveys (Parent Surveys, Employee Engagement Survey, Student Survey)

**6. Strategies to include parents and families in the effectiveness of the professional learning on effective engagement of parents and families, training other parents. Required to provide details regarding how parents and families will be included in the developing, evaluating, and revising of your annual Title I Schoolwide Plan and in the professional learning of the schools' staff.**

- Building Level Needs Assessment & Program Design Team will include elementary classroom teachers, Title I reading teacher, special education teacher, school counselor, dean of students, and school principal
- Our school will survey all of our parents annually. The results will be shared with the Building Level Needs Assessment & Program Design team. The Building Level Needs Assessment & Program Design team includes teachers, principals, other school leaders, paraprofessionals, parents.

**7. Coordination with federal, state and local resources, services, and programs.**

- Title I funds will be maximized by coordinating them with Local Education Agency funds, Achievement Gap Reduction funds (if applicable), and funds allocated to the SASD professional development plan. The coordination of these funds will occur through discussions with Human Resources and Central Office Coordinators.

**8. Plan for communication of the schoolwide plan to the LEA, parents, and the public. Communication plan must be in an understandable, uniform format that parents can understand.**

- Our schoolwide plan will be discussed at our Annual Title I meeting, will be posted on our school website, discussed at staff meetings, and communicated with Central Office Coordinators.

**School: Sheboygan Leadership Academy**

**Building Administrator: Laura Studee**

**Date: August 18, 2025**