

Lakeaires Elementary Schoolwide Plan

A Schoolwide program is a comprehensive school improvement effort designed to elevate the entire educational program of a Title I school. The Schoolwide program option is based on the premise that comprehensive reform strategies — rather than separate, add-on services — are most effective in raising the achievement level of students most at risk of not meeting academic standards. Multiple resources including Title I funds are used to strengthen the academic program in the school for all students and accelerate the progress of students who would otherwise be eligible for Title I Targeted Assistance services.

This document identifies the requirements to operate as a Title I schoolwide program.

School Name: Lakeaires Elementary

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

- **How will the strategies and staff action specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students at risk of not meeting standards? [Limit response to 100 words or 600 characters.]**

Specifically targeting literacy in the areas of critical reading and utilizing the AVID WICOR strategies, we are both increasing the rigor and providing learning that fosters student agency. Our strategies focus on best practices that not only increase the effectiveness of the instructional delivery but also supports culturally responsive instruction as well as our most at risk students. Additionally, our second set of strategies focuses on mathematics and utilizes additional strategies around focused notes, not only teaching kids how to take note, record information but also how and why to engage in the notes, add to the learning and their thinking, ultimately taking the instructional experience to a deeper level of understanding.

- **As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services? [Limit response to 100 words or 600 characters.]**

Through Schoolwide we are strategically responding to our data and developing supports by pushing into classrooms for the whole group, and core instructional support based on skill needs. Our data is showing significant gaps in skill development, sometimes finding 60% or more of the grade level cohorts well below skill level expectations, clearly a result of the Pandemic. Schoolwide is allowing us to be flexible and co-teach through a push in approach as well as teach grade level teachers high level interventions and instructional approaches used by our intervention specialist. This allows us to build capacity in homeroom teacher skills, gradually releasing from the co-teaching model and moving these highly trained staff into other classrooms to repeat the co-teaching model. In addition, we are able to use some of our Title resources to bring in more strategic literacy resources such as decodable reading text, which is an area of high need for our students based on the data and the phonics gaps we are discovering.

Stakeholder Engagement

Identify family members, staff representation of all school groups, grade level representatives, curriculum specialists, and stakeholders such as board members and community members, involved in guiding the process for the comprehensive needs assessment or annual evaluation, the development or revision of the plan, and its implementation. Maintain supporting documentation such as meeting agendas, sign-in sheets, meeting minutes or notes which include the questions asked for input and decisions made.

Team Member Name	Role
Cary Krusemark	Principal
Laura Hunziker	Teacher – Classroom
Sandy Whitby	Parent
Jenny McPherson	Special Education Representative
Hannah Kaefer	Social Worker/Counselor
Kirsten Mcpherson	Parent
Tara Pankratz	Behavior Specialist - Instructional Paraprofessional

- How are stakeholders involved in the evaluation, planning and implementation process? [Limit response to 50 words or 300 characters.]

Stakeholders are a part of our Data and Goal setting team that come together to plan for the next academic year in early August. We utilize a Data Driven Dialogue, review our Needs Assessment and work through our planning process to strategically identify goals and action steps for the upcoming year. This team meets throughout the year in either smaller groups or as a whole group to continuously analyze and review data and adjust actions steps in response to student progress and progress toward goals.

Comprehensive Needs Assessment or Annual Evaluation Summary

What successes were identified?

1. Strong foundation of our SEL process, student climate and family relationships.
2. Our MTSS systematic approach works well and provides a structure to process and strategize ways to support students.
3. Our academic Tier III intervention resources and instructional approach is resulting in positive student growth.

What **Area(s) of Greatest Need** were identified?

1. Literacy gaps in skill and grade level readiness, especially around phonological awareness in our cohorts that had big learning gaps in their primary years.
2. Our MTSS is working well, but is in need of more systematic approaches to improve efforts to support students, teachers and families. We are aligning current MTSS procedures into the BARR (Building Assets Reducing Risks) framework, providing more clarity around our processes, empowering teachers in Tier I and Tier II instruction approaches and interventions.
3. SEL needs, although students on track are at or above expectations, our students at risk are in a significant need area compared to past years where they were more likely to be balanced in the some risk and high risk categories.

School Improvement Strategy #1

Lakeaires will be focusing on the literacy proficiency gap of our students, specifically identifying unique skill needs in phonics, phonemic awareness and vocabulary.

Actionable Goal #1 By spring of 2023, all students will demonstrate growth and 80% of students will score in the “low risk” range as measured on the Fastbridge aReading/Early Reading student assessments and students at each level will show measurable growth.

Action Steps <i>What steps will be taken to accomplish the goal. (describe in detail)</i>	Timeline <i>When will the action step be completed?</i>	Resources <i>What resources are available? How will we determine resources?</i>	Collaboration and Impact <i>Who else needs to be involved? Who does this plan impact? How will you gain support and involvement? Who will take responsibility to see that it is accomplished?</i>	Obstacles <i>What obstacles might be encountered? How will you overcome these obstacles?</i>	Progress Monitoring <i>What might we know if we are successful?</i>
Step #1 Using timely common formative assessments to drive CIT and BARR conversations will lead to flexible, differentiated instruction. (i.e.-DIG Time)	On going: Sept-June Weekly CIT's/BARR meetings	district formative assessments, Fastbridge data, common formative assessments, summative assessments, CBM's	Grade Levels Intervention Team Instructional Coach Student Support Team-MTSS	Fastbridge Knowledge of resources: Teacher training on how to utilize "screening to interventions" resources. Alignment of Fast assessments to curriculum	-Common Formative Assessments -Winter/Spring Fastbridge
Step #2 Provide continued training on all Big 5 literacy components. Adding in more phonemic instructional strategies and supports as well as resources.	Monthly	Heggerty, PRESS, Benchmark Literacy, OG, BAS, Fastbridge "Screening to Intervention" resources	Principal Instructional Coach Curriculum Leaders T&L Literacy Team (Cynthia)	-Limited PD time: Build into staff mtgs. -Partially developed District Literacy PD plan: Finalize w/T&L, principals & I.Coaches	Progress monitoring
Step #3 Strengthen implementation of Literacy based AVID strategies.	Monthly	Critical reading strategies, WICOR, focused notes inquiry-based strategies	Shelly AVID site team	Training new staff on AVID strategies AVID refresher for trained staff	AVID CCI

School Improvement Strategy #2

We are focusing on the math proficiency gap of our students, specifically identifying unique skill needs in number sense, problem solvings skills and vocabulary.

Actionable Goal #2 (Building Site Strategic Plan Goal): By spring of 2023, all students will show growth and 80% of students will score in the “low risk” or College Pathway range as measured on the Fastbridge aMath/Early Math student assessments and students at each level will show measurable growth.

Action Steps <i>What steps will be taken to accomplish the goal. (describe in detail)</i>	Timeline <i>When will the action step be completed?</i>	Resources <i>What resources are available? How will we determine resources?</i>	Collaboration and Impact <i>Who else needs to be involved? Who does this plan impact? How will you gain support and involvement? Who will take responsibility to see that it is accomplished?</i>	Obstacles <i>What obstacles might be encountered? How will you overcome these obstacles?</i>	Progress Monitoring <i>What might we know if we are successful?</i>
Step #1 Using timely common formative assessments to drive CIT/BARR conversations will lead to flexible, differentiated instruction. (i.e.-DIG Time)	On going: Sept-June Weekly CIT's	district formative assessments, Fastbridge data, common formative assessments, summative assessments, CBM's	Grade Levels Intervention Team Instructional Coach Student Support Team-MTSS	Fastbridge Knowledge of resources: Teacher training on how to utilize “screening to interventions” resources. Alignment of Fast assessments to curriculum	-Common Formative Assessments -Winter/Spring Fastbridge
Step #3 Strengthen implementation of AVID strategies, specifically the use of 2 and 3 column notes..	Monthly	WICOR , focused notes inquiry-based strategies of writing and organization	Shelly AVID site team	Training new staff on AVID strategies AVID refresher for trained staff	AVID CCI

School Improvement Strategy #3

Our staff recognizes that we need to continue to grow and explore our instructional practices to be culturally responsive for all students.

Actionable Goal #3 Equitable Family Engagement Goal: Staff will engage in quarterly culturally responsive professional development which will focus on developing our instructional practice as culturally responsive educators.

Action Steps <i>What steps will be taken to accomplish the goal. (describe in detail)</i>	Timeline <i>When will the action step be completed?</i>	Resources <i>What resources are available? How will we determine resources?</i>	Collaboration and Impact <i>Who else needs to be involved? Who does this plan impact? How will you gain support and involvement? Who will take responsibility to see that it is accomplished?</i>	Obstacles <i>What obstacles might be encountered? How will you overcome these obstacles?</i>	Progress Monitoring <i>What might we know if we are successful?</i>
Step #1: Lakeaires will implement quarterly professional development focusing on, building wide culturally relevant teaching strategies and best practices.	Quarterly	Cultural Books Fiscal Supports Lesson plans templates PD Time	Equity Team Equity and Engagement Dept., Liaisons, etc. This impacts staff through dialogue and self reflection on their own perspectives related to the topic. Also, informing instructional practices and intentional conversations around the topics with colleagues as well as leading safe dialogue with students.	Staff engagement; support by designing collaborative and safe learning opportunities	Staff Survey
Step #2: Utilize the Equity Team’s leadership role by planning and designing culturally relevant activities that expand staff’s knowledge and understanding of culturally relevant teaching.	Quarterly	TBD	Equity Team Equity and Engagement Dept., Liaisons, etc. This impacts staff through dialogue and self reflection on their own perspectives related to the topic for the month. Also, informing instructional practices and intentional conversations around the topics with colleagues as well as leading safe dialogue with students.	Staff readiness: Create safe spaces to be vulnerable. Reiterate the Norms.	PD Exit Tickets