



Title I, Part A School Site Plan Summary—Schoolwide Plan

Title I, Part A provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. **Schoolwide Programs (SWP)** use Title I, Part A funds as part of a comprehensive school improvement effort to elevate the entire educational program of a Title I, Part A funded School. The Elementary and Secondary Education Act (ESEA) describes the requirements in section 1114.

This document serves as the school's summary of the Schoolwide Plan and confirmation that all required Schoolwide elements are in place. This document is added to the school district's or charter school's ESEA Consolidated Application in the Minnesota Education Grants System (MEGS). **This is not the school's actual Schoolwide Plan, which should be made available upon request.**

Local Educational Agency (LEA) and School Identification

LEA Name: Willmar Public School LEA 4-Digit Number: 347
School Name: Roosevelt Elementary School year to which this plan applies: 24-25

Eligibility to operate a Title I, Part A Schoolwide Program

At the time of becoming a Schoolwide program, the Title I school (select one):

- ☒ identified that at least 40 percent of the school's enrollment were identified as low-income
☐ requested and received a state waiver of the 40 percent requirement

School/Site Leader Certification

The signatory affirms 1) they are the school leader responsible for the development, implementation, and evaluation of the Schoolwide Plan that is summarized in this document, and 2) they can produce upon request documentation to support the information included in this summary.

Printed Name Lori Lockhart Signature Lori Lockhart Digitally signed by Lori Lockhart
Date: 2024.06.13 13:19:28 -05'00'
(print and sign or open file in Adobe to sign electronically)

LEA Leader Certification

The signatory affirms 1) the school leader completed/reviewed and signed this Schoolwide Plan Summary, and 2) this Schoolwide Plan Summary accurately reflects the school improvement plan that is supported by the LEA.

Printed Name Dr. Bill Adams Signature Bill Adams
(print and sign or open file in Adobe to sign electronically)

Schoolwide Plan Summary

1. Describe the Schoolwide Plan to improve the educational program for all students. Include all of the school improvement work that is part of the plan, regardless of funding (state, local, federal, other). **Note: listing goals is insufficient;** this description should include the adult actions to improve the educational program for all students. [no more than 1000 characters]

Our plan will encompass & align to the work from Marzano's High Reliability Schools. Specifically in Level I, Safe and Collaborative Culture, we'll focus on teacher-student relationships. Level II, Effective Teaching, will focus on our WPS Instructional Model and using its instructional strategies to better meet the needs of our Exceptional Learners. Action steps are to provide teachers PD on Exceptional Learners, offer common planning time for teachers to make academic accommodations in Tier I while lesson planning and, common PLC's where teachers reflect on data and make adjustments to instruction. Level III, Guaranteed and Viable Curriculum, we'll look to support & grow our CORE or Tier I. Currently in Spring 2024 we are 32% proficient 1-5th in Reading & 50% 1-5th proficient in Math. A major action step will be to offer a master schedule and staff model allowing Licensed staff (EL, Sped & Title) will push into the CORE and support Tier I with our general ed teachers.

2. Describe the rationale for the Schoolwide Program. Include the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s). [no more than 1000 characters]

We are diverse and our student body is unique with a building average higher than the state in Sped, over 25% EL and FRP at 70%. Our CORE/Tier I needs to grow and an action item is to create schedules and a staffing model allowing for more inclusion where EL, Sped and Title assist in Tier I (CORE) and Tier II (Intervention). That inclusion of staff will lend itself to more collaboration and communication as grade level teams will have common planning time and be required to meet in a grade level PLC two times week. Our work will be shared and common as our WPS Elem. (3 sites) has agreed to priority benchmarks in R and M and proficiency scales in M. Our data from Spring 2024 STAR reports 32% proficient in grades 1-5th in Reading & 50% in grades -5th proficient in Math again indicating the need to grow our CORE/Tier I.

3. Describe the intended outcome(s) of the Schoolwide Plan. Include a description of what will change as a result of this Schoolwide Plan. [no more than 1000 characters]

Our overall goal is to grow our CORE and reduce the number of students in Tier II. We need to ensure relationships are enacted as well as intentional and collaborative planning by all licensed staff to ensure our Exceptional Learners are having access in CORE/Tier I to rigorous content (3.0 on our Prof. Scales). To grow our CORE we need to invest in our teacher with job embedded PD allowing them to develop in the areas of lesson planning, delivery of instructional strategies and assessment.

4. Describe the plan to evaluate the Schoolwide Plan. Include the data to be collected and how the effectiveness of the plan will be determined. [no more than 1000 characters]

Universal screening via Fastbridge K-5th 3x & staff data dig(s) to reflect & adjust based upon results. At grade levels we'll offer common planning time, common formal & summative assessments & bi-weekly progress monitoring. Results will be reflected upon at bi-weekly PLC's (EL, Sped, Title & Gen Ed staff are present). Admin & coaches track PLC data K-5th & follow-up with teams to be sure instructional strategies/delivery is being adjusted resulting in student growth. iObservation is our Teacher Growth/Eval model resulting in classroom observation, coaching & feedback to teachers. Parents be offered Q and A & a survey of satisfaction.

5. List the specific activities and expenditures that are part of the Schoolwide Plan described above that are paid for using Title I, Part A funding. To be an allowable use of Title I, Part A funds, expenditures must be clearly related to the work identified in the Schoolwide Plan as summarized above. NOTE: adding expenditures here is not sufficient to have the expense be considered part of the approved budget. [limit 1000 characters]

- 4 Title teachers (3 full time, 1 part-time)
- 3 Paraprofessionals (2 math/literacy interventionists; 1 Student Support Specialist)
- Professional Development/Embedded Coaching through Marzano around the WPS instructional model and/or standards-based learning work
- Staff Book Study - extended time for teachers focused on exceptional learners and lesson planning
- Mini-professional development sessions for general education, special education, and EL teachers focused on exceptional learners (make and take accommodations, etc)

Confirmation of Compliance with Title I, Part A Schoolwide Requirements

The school leader signatory on page one also certifies the following required components are included in the full Schoolwide Plan for the school or site and will be made available for review upon request. Initial affirmation of each item. Print and initial or open file in Adobe to sign electronically.

The Schoolwide Plan includes robust stakeholder engagement. It both

- a. identifies families, staff and other stakeholders involved in the development or revision of the plan; and
- b. is supported with documentation of the stakeholder activities to develop the plan.

Lori Lockhart
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The Schoolwide Plan includes a summary of the recently completed Comprehensive Needs Assessment for a new Schoolwide Program or Annual Evaluation for an existing Schoolwide Program. The summary

- a. identifies the different types of data, evidence, and analysis used to evaluate the entire school program and determine root cause(s) of students not meeting academic standards; and
- b. identifies the prioritized school need(s) and the hypothesized root cause(s) to be addressed.

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The Schoolwide Plan includes specific, evidence-based school improvement strategies. It both

- a. identifies up to three evidence-based strategies for school improvement; and
- b. describes how the strategies:
 - 1. strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and
 - 2. address the needs of all students in the school and particularly the needs of students at risk of not meeting academic standards.

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The Schoolwide Plan includes a specific implementation plan. It identifies

- a. the sequence of action steps and, for each action,
 - 1. the staff responsible,
 - 2. the resources needed, and
 - 3. the anticipated timeframe to implement each strategy.

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The Schoolwide Plan includes an annual evaluation plan. It both

- a. identifies the measure(s) and process that will be used to determine whether the strategy is implemented as intended; and
- b. specifies the measure(s) and process that will be used to determine whether the strategy was effective in improving outcomes particularly for students who had not yet met academic standards.

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The Schoolwide Plan includes a communication plan. It identifies

- a. how the plan will be communicated and made available to school staff who will carry out the plan,
- b. how the plan will be communicated with families being served and other stakeholders in a format and language that is easier understood by the intended audience. This may include translation or interpretation plans, as appropriate.

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