

## Schoolwide Plan Template

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.

<b>School Name:</b>	Lakeaires Elementary
Principal Name:	Cary Krusemark
Principal Phone and Email Address:	651-653-2818    cary.krusemark@isd624.org
Plan Contact (if different from principal):	
Contact Phone and Email Address:	

<b>District/Charter Name and Number:</b>	
Title I Coordinator Name:	Brenton Shavers
Title I Coordinator Phone and Email Address:	651-407-7683    brenton.shavers@isd624.org
Superintendent/Director Name:	Wayne Kazmierczak

**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.]

At Lakeaires Elementary, Title I funding will support evidence-based strategies such as small group instruction, differentiated learning, and targeted interventions. Staff utilize our BARR/MTSS system to analyze data and implement data-driven instruction while using regular assessments to progress monitor student learning. Professional development through the 5D+ evaluation tool will foster instructional strategies strengthening teacher capacity to meet diverse learning needs. equipped to succeed academically.

**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.]

Lakeaires can use funds to benefit all students, not just those identified for Targeted Assistance. This allows for comprehensive initiatives, such as schoolwide professional development, collaborative coaching/mentoring to coordinate support for Tier 2 interventions and better support of our BARR/MTSS process to impact early intervention in Tier 1 and 2, before students are needing Tier 3 support. This approach fosters a learning environment, addressing the needs of all students, including those at risk, while promoting equity and improved outcomes across the school.

## 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
Samantha Jorgenson	Teacher – Classroom
Kirsten McPherson	Teacher – Academic Intervention
Jenny McPherson	Special Education Representative
Tom Tesch	Multilingual (EL) Learning Representative
	Parent/Family of student at risk of not meeting standards
	Member of community being served
	Family/Cultural Liaison
Alison Eckert	Social Worker/Counselor
Tara Pankratz	Behavior Specialist
Kim Rash	Assessment/Data Coordinator
	Instructional Paraprofessional

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

Lakeaires Elementary, stakeholders—including parents, teachers, administrators, and community members—are actively involved through regular meetings, surveys, and focus groups. Their input helps shape the school goals, strategies, and resource allocation. Ongoing feedback ensures that the Title I program is responsive to students' ongoing and changing needs.

## Comprehensive Needs Assessment or Annual Evaluation Summary

Identify the data sources used for each of the five different types of data:

1. Student Academic Data: MCA; FASTBridge  
\_\_\_\_\_
2. Student Non-Academic Data: DESSA  
\_\_\_\_\_
3. Perception Data: Studentt Perception Survey  
\_\_\_\_\_
4. Program, Process, Policy Data: AVID End of Year Goal Review  
\_\_\_\_\_
5. Fidelity Data: 5D+ Individual Growth and Development Plans and Student Learning Goals  
\_\_\_\_\_

What successes were identified?

1. Strong foundation of our SEL process, student climate and family relationships.  
\_\_\_\_\_
2. Our BARR/MTSS system changes to better respond to student needs and track goals and progress.  
\_\_\_\_\_
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. The need for more systematic Tier 2 instruction and implementation of evidence based interventions.  
\_\_\_\_\_
2. Designing or tracking behavior intervention data and developping SMART goals for behavior interventions.  
\_\_\_\_\_
3. \_\_\_\_\_

## School Improvement Strategy #1

**Area of Greatest Need** – What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.  
Academic growth in the area of literacy.

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*  
Inconsistent implementation of the instructional minutes in literacy will be addressed to follow and meet district expectations as well as the implementation of Tier 2 interventions with fidelity.

**Strategy** selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

Quarterly classroom teachers will meet and review data of Tier 2 students and collaboratively plan for instructional interventions to best support the identified students.

**If using an evidence-based strategy**, identify the specific source indicating the strategy's likely effect on improved outcomes:

- The strategy is based on [Choose one of the options to indicate the level of evidence]:
  - strong evidence from an experimental study
  - moderate evidence from a quasi-experimental study
  - promising evidence from a correlational study
  - a rationale using high-quality research findings or a positive evaluation

**School Match** – Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

All students need specific supports but our lack of growth for students that are in Tier 2 is evident and the need to focus on highly effective instruction with evidence based interventions is needed to move this tier of kids from partially proficient to proficiently.

**SMART Goal** – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

All teachers will use WINN time for Tier 2 interventions

All Tier 2 students will be progress monitored every other week & Tier 3 students will be progress monitored weekly.

Grade levels will utilize White Bear Lake CKLA unit plans & pacing guides to stay on the same pace.

## Implementation Plan for Strategy #1

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
All teachers will use WINN time for Tier	Classroom Teachers	Time, Curriculum	10/7/24	6/5/25	Tier 2 students will exit level between I
All Tier 2 students will be progress moni	Classroom Teachers/Int	Assessment resources; Time	10/7/24	6/5/25	Montly reviews of the progress data to
Grade levels will utilize White Bear Lake	Classroom Teachers	CKLA curriculum, Instructional	9/4/24	6/5/25	Completion of the curriculum based on

## Annual Evaluation for Strategy #1

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended  
Review of progress monitoring, ensuring bi-weekly checks are being done.
- progress toward achieving the SMART goal of improved outcomes  
Review of the end of year goals based on the FAST and MCA's.

## School Improvement Strategy #2

**Area of Greatest Need** – What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed. Improve our Tiered approaches to Social Emotional Learning and supports at all response levels. Tier 1, 2 and 3.

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*  
Consistent implementation of our SEL curriculum at all grade levels.

**Strategy** selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

Through our Community Connect team we will provide weekly updates for the upcoming SEL lessons, resources and extension opportunities to classroom teachers.

**If using an evidence-based strategy**, identify the specific source indicating the strategy’s likely effect on improved outcomes:

- The strategy is based on [Choose one of the options to indicate the level of evidence]:
  - strong evidence from an experimental study
  - moderate evidence from a quasi-experimental study
  - promising evidence from a correlational study
  - a rationale using high-quality research findings or a positive evaluation

**School Match** – Briefly explain how the strategy is an appropriate match for the school’s needs, student population, capacity and other conditions.

Time continues to be a barrier for teachers with such a heavy workload. By systematically coordinating the resources through a Google site with all the digital resources and sharing the preview for the week will allow teachers to click and apply, rather having to research and prepare the lessons. Any lessons requiring hard copies will be prepared for the staff.

**SMART Goal** – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

Based on the DESSA, we will reduce the DESSA ’ s “ Need for Instruction ” composite score to 5% or LESS in the Spring of 2025.

## Implementation Plan for Strategy #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Teachers will implement U-Time and Se	Teachers	Google site, Second Step, U-Ti	9/4/24	6/5/25	We should see 5% or less of our stude
Interventions will be designed and impl	Teachers	DESSA, BARR time, access to	9/4/24	6/5/25	Data should reflect progress on SEL g
Students who are marked as SEL Level	Teacher/Social Worker	DESSA Full Student Survey, Ti	10/16/24	6/5/25	For highest need students we should s

## Annual Evaluation for Strategy #2

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended  
Review of the email communications based on the pacing guide of our SEL curriculum.
- progress toward achieving the SMART goal of improved outcomes  
At winter and then again in spring we should see fewer students landing in the "needs for instruction" based on the DESSA.

### School Improvement Strategy #3

**Area of Greatest Need** – What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

Students that received EL/ML services have significant scheduling challenges if they also need other Tier 2/3 supports in SEL and/or Academics.

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

Building master schedules are trying to take into account academic core instructional priorities as well as time for interventions when and where needed.

There simply is not enough time in the day if we are not allowed to support students for their priority areas if we cannot access them during times outside of our intervention blocks. Only two intervention blocks fit in the schedule but some ML students need 3 or 4 support sessions daily.

**Strategy** selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

Building the schedule first for ML support and prioritizing access to those students needing many supports during the day.

If using an **evidence-based strategy**, identify the specific source indicating the strategy's likely effect on improved outcomes:

- The strategy is based on [Choose one of the options to indicate the level of evidence]:

- strong evidence from an experimental study
- moderate evidence from a quasi-experimental study
- promising evidence from a correlational study
- a rationale using high-quality research findings or a positive evaluation

**School Match** – Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

By putting our highest need students' scheduling requirements first, we can build around them and not try to fit them in where we best can.

**SMART Goal** – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

ML students will either increase a risk level band or stay low risk on Fast Assessments.



### Implementation Plan for Strategy #3

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Tier 2 & Tier 3 students will receive Inte	All teachers	Master schedule, time	9/25/24	6/5/25	All ML students identified for Tier 2 & 3
Scheduling for WINN and ML will work t	Teachers, Intervention, I	Master schedule, time	9/25/24	6/5/25	There should not be a student in ML w

### Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended  
At each of our intervention sessions, we should be pre-identifying ML students that may require more than the standard two WINN blocks and design their schedules first.
- progress toward achieving the SMART goal of improved outcomes  
Both at winter and spring FAST assessment windows we should see growth in the number of ML kids moving up in the academic literacy proficiency bands.

**Budget** – How is the school using Title I funds and any other funds to improve the school program and student outcomes?

Strategy #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed budget amount	Other funding source(s) proposed budget amount
1	3.7 FTE for Schoolwide and targeted supports		

**Communication Plan**

Complete the chart below to list how the plan will be communicated to staff, families of students, school board, and community members in a format and language that families can understand?

When will the communication take place	What is the message	Who is the audience	How will it be communicated
8/26/24	Updates on Title structure, Schoolwide Plan	All staff	Staff Meeting
9/22/24	Title overview, elicit input	Lakeaires PTO	PTO Meeting