

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.

School Name:

Willow Lane Elementary

Principal Name:

Matt Menier

Principal Phone and Email Address:

651-773-6172, matt.menier@isd624.org

Plan Contact (if different from principal):

Contact Phone and Email Address:

District/Charter Name and Number:

White Bear Lake Area Schools - ISD624

Title I Coordinator Name:

Brenton Shavers

Title I Coordinator Phone and Email Address:

651-407-7683, brenton.shavers@isd624.org

Superintendent/Director Name:

Dr. 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.]

Strategies and staff actions will focus on evidence-based interventions, such as small-group instruction, differentiated teaching, and progress monitoring using FAST universal screeners. Professional development will ensure staff are skilled in data-informed practices and culturally responsive teaching to address equity gaps. Literacy and math interventions will target at-risk students to reduce risk levels and close achievement gaps. Social-emotional supports, aligned with DESSA results, will foster student readiness for learning. By addressing both academic and social-emotional needs, these efforts will enhance the schoolwide program and ensure all students, including those at risk, are supported to meet rigorous

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.]

Title I funds will support a schoolwide approach to enhance academic achievement, social-emotional learning, and equity goals. Funds will provide universal access to interventions, ensuring all students benefit from FAST screeners, data-driven instruction, and SEL programming like Second Step and U-Time. Resources will fund professional development, family engagement initiatives (e.g., home visits), and tools for tracking progress (Educlimber/FAST). This comprehensive approach addresses systemic barriers, fosters collaboration among all staff, and supports underserved groups, including Latino students, by reducing achievement gaps and ensuring personalized support, which is not feasible under Targeted Assistance services.

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 |
|-------------------|---|
| Matt Menier | Principal |
| Deb Hibbard | Teacher – Classroom |
| Kathy Bergman | Teacher – Academic Intervention |
| Molly Mueller | Special Education Representative |
| Lubna Abu Shark | Multilingual (EL) Learning Representative |
| Stephanie Minor | Parent/Family of student at risk of not meeting standards |
| Katy Bonsell | Member of community being served |
| Julie Vang | Family/Cultural Liaison |
| Michael Alexander | Social Worker/Counselor |
| Tim Daniels | Behavior Specialist |
| Kim Rasch | Assessment/Data Coordinator |
| Kelly Pylkas-Bock | Instructional Paraprofessional |
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How are stakeholders involved in the evaluation, planning and implementation process? [Limit response to 50 words or 300 characters.]

At Willow Lane Elementary, stakeholders—including parents, teachers, administrators, and community members—are actively engaged through regular meetings, surveys, and focus groups. Their insights inform the school’s goals, strategies, and resource allocation. Continuous feedback ensures that the Title I program remains adaptive to the changing needs of our students.

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: FASTBRIDGE, CBM, MCA's _____
2. Student Non-Academic Data: DESSA _____
3. Perception Data: Student perception survey _____
4. Program, Process, Policy Data: Attendance and behavior data collected and monitored throughout the year. _____
5. Fidelity Data: 5D Teacher observation protocol and BARR or MTSS process _____

What successes were identified?

1. Strong foundation of our SEL process, student climate and family relationships. _____
2. BARR (Building Assets, Reducing Risks) framework provides a structure to process and strategize ways to sup _____
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. Academic data in both literacy and math show that students lack proficiency in vocabulary and it is having signif _____
2. Ensuring students feel safe, valued, engaged and connected at school. _____
3. A large percentage of our ML population is not demonstrating growth towards proficiency. _____

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 data in both literacy and math show that students lack proficiency in vocabulary and it is having a significant impact on their growth

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

- Math curriculum does not explicitly or consistently teach vocabulary. - Need more time allocated for vocabulary instruction. - Need tools to support vocabulary instruction.

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.]*

At Willow Lane Elementary, we are implementing three evidence-based strategies to address root causes and improve student outcomes:

Data-Driven Instruction: Regular collaborative data meetings will guide instructional decisions. Teachers will analyze FAST and MCA data to identify student
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 Willow Lane Elementary students will benefit from strategies and procedures that will impact proficiency resulting from vocabulary - ML, SpEd, receiving intervention or in the general population - these strategies will positively impact all students.

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.

By Spring of 2025, all students will meet at least one of the following goals:

Achieve proficiency in all grade level FAST universal screeners (Early Reading Composite, CBMR, and aReading); OR
Reduce one risk-level level (red, yellow, green) or maintain proficiency on at least one grade-level FAST universal screener; OR
Achieve at least one literacy IEP or ACCESS goals; OR

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 |
|--|-------------------------|------------------|------------|----------|---|
| PD around LETRS based universal route | | Time and Tools | 9/3/24 | 6/6/25 | Increased proficiency results |
| Daily implementation of CKLA Vocabulary | | NA | 9/3/24 | 6/6/25 | Increased proficiency results |
| Math pacing guides to arrive at math vo | | NA | 9/3/24 | 6/6/25 | Increased proficiency results |
| Each grade level identifies a strategy for | | TBD | 9/3/24 | 6/6/25 | Positive impact on self-esteem which v |
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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
Our assessment calendar is in place and assessments will be given to students as scheduled.
- progress toward achieving the SMART goal of improved outcomes
Monitor Fastbridge results for each individual student and provide interventions and accommodations as needed

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. By Spring of 2025, as measured by the DESSA screener, we will decrease the number of students who need instruction from 15% to 5% or lower.

Root Cause(s) of the need – A root cause is an early controllable factor in a chain of factors which impact student learning. We need data to know how well we are meeting the needs of our students and we haven't had ongoing information that we've tracked.

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.]* All students will be given a student centered survey, created by WBL psychologists and social workers, to better understand how we can meet the needs of our 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. The population at Willow Lane Elementary is diverse and it's our goal to meet the needs of all students. We need to collect information to know what improvements we need to make.

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. We will survey students 3 times during the 2024-2025 school year to learn the extent to which they feel safe, valued, engaged and connected at school.

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 |
|-----------------------------|-------------------------|----------------------------|------------|----------|---|
| Student centered survey | | Survey - 3x during '24-'25 | | | Knowledge of students' perspectives |
| SEL Data from DESSA | | NA | 9/3 | 6/6 | Awareness of how to best support students |
| BARR Process and structures | | NA | 9/3 | 6/6 | Ongoing adjustments to meet the needs |
| Second Step and UTimes | | NA | 9/3 | 6/6 | Weekly activities specific to SEL |
| 7 Family/Community Events | | Time and Money | 9/3 | 6/6 | Connections with families and students |
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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
All students have the opportunity to respond and all responses are considered equally
- progress toward achieving the SMART goal of improved outcomes
Modifications will be made to impact students' safety, feeling valued, engaged and connected.

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.
By Spring of 2025, we will reduce the achievement gap between our white and Latino students by 40% as measured by FAST Early Reading Composite or CBMR.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*
More focused time on literacy for students whose first language isn't English.

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.]*
PD for teachers, tools for instruction, additional programming for students and accessing partners for increased student benefit.

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.
ML students need more literacy support. This goal provides more for our ML population.

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.
Willow Lane Elementary 3rd - 5th grade ML students, from spring of '24 to spring of '25, will demonstrate growth towards proficiency on the aReading from a level of 32% proficiency, on average, to a level of 60% proficient on average.

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 |
|------------------------------------|-------------------------|----------------------------|------------|----------|---|
| Educators Thriving PD for teachers | | NA | 9/3 | | Information for teachers to use with stu |
| Targeted Services | | Funds for materials/busing | 9/3 | 6/6 | More practice to positively impacts pro |
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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
Our assessment calendar is in place and assessments will be given to students as scheduled.
- progress toward achieving the SMART goal of improved outcomes
Monitor Fastbridge results for each individual student and provide interventions and accommodations as needed

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 and 3 | Utilizing decodable books to strengthen our literacy resources to support phonics instruction | \$1567 | |
| 2 | Community Events to promote family engagement | \$677 | |
| 1,2,3 | Instructional Supplies to give to families for use at home | \$1567 | |
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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 |
|--|---|----------------------------|---|
| PTO Meetings | What is Title 1, how it benefits our school, students and | Teachers, parents and comm | Principal, teachers and parents of students in prog |
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