

## 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>	Birch Lake Elementary
Principal Name:	Julian Stanke
Principal Phone and Email Address:	(651) 653-2776; julian.stanke@isd624.org
Plan Contact (if different from principal):	
Contact Phone and Email Address:	
<b>District/Charter Name and Number:</b>	White Bear Lake Area Schools 624
Title I Coordinator Name:	Brenton Shavers
Title I Coordinator Phone and Email Address:	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.]

At Birch Lake Elementary, Title I funding will support evidence-based strategies such as small group instruction, differentiated learning, and targeted interventions. Staff will implement data-driven instruction, using regular assessments to tailor support for students at risk of not meeting standards. Professional development focused on inclusive teaching strategies will strengthen teacher capacity to meet diverse learning needs. Additionally, family engagement initiatives will foster a supportive learning environment at home. These actions aim to close achievement gaps, ensuring all students, including those most vulnerable, have access to high-quality education and are 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.]

As a Schoolwide Title I program, Birch Lake Elementary can use funds to benefit all students, not just those identified for Targeted Assistance. This allows for comprehensive initiatives, such as schoolwide professional development, curriculum enhancements, and technology integration, that elevate the academic program for the entire student body. Funds can support broader interventions like literacy or math coaching, whole-school behavior programs, and additional support staff. This holistic approach fosters a more cohesive 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
Julian Stanke	Principal
	Teacher – Classroom
Tammy Reed	Teacher – Academic Intervention
Erin Welter	Special Education Representative
Caryn Bernier	Multilingual (EL) Learning Representative
	Parent/Family of student at risk of not meeting standards
	Member of community being served
Nirvana Yang	Family/Cultural Liaison
Delanie Bickel	Social Worker/Counselor
N/A	Behavior Specialist
Kelly Pylkas-Bock	Assessment/Data Coordinator
Michael Seivert	Instructional Paraprofessional

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

At Birch Lake 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’s goals, strategies, and resource allocation. Ongoing feedback ensures that the Title I program is responsive to students’ evolving 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: FASTBridge, CBM, MCA  
\_\_\_\_\_
2. Student Non-Academic Data: DESSA  
\_\_\_\_\_
3. Perception Data: Student Perception Survey  
\_\_\_\_\_
4. Program, Process, Policy Data: EOY Goal Review, CITs  
\_\_\_\_\_
5. Fidelity Data: 5D/5D+ Observations  
\_\_\_\_\_

What successes were identified?

1. Building relationships with families and communities (PTA, outreach, School-wide events)  
\_\_\_\_\_
2. MTSS implementation  
\_\_\_\_\_
3. Tier II and Tier III academic interventions and supports which has rendered individual and grade level growth.  
\_\_\_\_\_

What Area(s) of Greatest Need were identified?

1. Continued implementation and refinement of MTSS process.  
\_\_\_\_\_
2. Learning new observation/walk through tool with staff (5D/5D+)  
\_\_\_\_\_
3. Achievement gap with specific subgroups (Latino/Hispanic students)  
\_\_\_\_\_

## 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.  
Focus on literacy gaps, specifically with our Hispanic/Latino/ML student populations.

**Root Cause(s) of the need** – A root cause is an early controllable factor in a chain of factors which impact student learning. Many of the students in these categories have not been with us since pre-K, and are arriving to us with a range of skills and abilities. This impacts their need for ML/EL support, while also implementing math and literacy interventions to help students be at grade level.

**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.]*  
Collaborating with our EL/ML teacher and our intervention teacher, co-teaching models with our larger cluster programs, implementing six-week check ins.

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. These strategies are in alignment with our district's guaranteed and viable learning framework, which is based in research and best practices for student achievement.

**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 the end of Spring 2025, 1-5 students will increase CBM-R scores from 50% in the some/high risk to 85% in the low risk.

## 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
Tier II Intervention	Classroom Teachers, In	Curriculum resources (CKLA)	09/24	06/25	Students CBM scores will increase.
Tier III Intervention	Intervention teachers, S	Curriculum resources (CKLA)	09/24	06/25	Students CBM scores will increase.

## 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  
6-week progress monitor check-ins for all T3 students to ensure that progress is being made. Support staff is available to support T2 instruction if data meetings show minimal growth or stagnant results.
- progress toward achieving the SMART goal of improved outcomes  
6-week and 12 week progress monitoring, flexible groupings, FASTBridge assessments 3 times throughout the year along with curricular summative assessments.

## 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 2025, we will increase our two highest need for instruction ranges, Goal Directed Behavior & Personal Responsibility, on the DESSA to 80% Typical.

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

Based on the results from the 23-24 DESSA screeners for all students who were assessed with the full DESSA assessment. These goals are tentative, and may be reworded as we have changed to the DESSA II screener, which no longer separates Goal Directed Behavior and Personal Responsibility, but recategorizes them as subsections of two other areas in the new version of the assessment.

**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.]*

Utilize SEL curriculum (Second Step) to have regular SEL lessons, with focus and emphasis on these lacking skills, based on the results of the DESSA.

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. These targets are based directly off of our building needs, based in the full DESSA screener.

**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 2025, we will increase our two highest need for instruction ranges, Goal Directed Behavior & Personal Responsibility, on the DESSA to 80% Typical.

## 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
Direct SEL Instruction (Second Step)	Teachers and support st	Second Step (SEL Curriculum)	09/24	06/25	Increase in skills related to areas of fo
Small group Instruction	Support Staff - BA, Soci	Second Step (SEL Curriculum)	09/24	06/25	By Spring 2025, we will increase our tv

## 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  
Curriculum is based on district wide guaranteed and viable framework.
- progress toward achieving the SMART goal of improved outcomes  
Fall 24, Winter 25, and finally Spring 25 DESSA II data check points.

### 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.

Goal: By Spring 2024-25, ML students will improve their Early Reading and/or CBM-R score from high risk (73%) to some or low risk (33%).

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*  
Our ML students are arriving from around the world with a variety of needs.

**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.]*

Collaboration amongst the ML, Intervention, and classroom teacher helps support all needs of our students, while also helping make connections for our ML students who may receive supports from multiple adults in the building throughout their 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. This strategy is an appropriate match for the school's needs, student population, capacity, and other conditions because it is supported by data and assessments, and utilizes the speciality areas within our building to support the whole child in their learning and growth.

**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.

### 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
Assess student needs	intervention, ML, classrc	Access to district wide assess	09/24	06/25	Student growth in achievement in the s
Collaboration around ML programming	Intervention, ML, Studer	instructional curriculum	09/24	06/25	Student growth in acheivement within t

### 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  
Increase in Early Reading/CBM progress monitoring.
- progress toward achieving the SMART goal of improved outcomes  
Utilizing collaborative data meetings, six week check ins, and progress monitoring tools - adjusting as necessary.

**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
	One School One Book initiative (Literacy + community connect)		
	Math Night (Math + community connect)		
	Author visit (spring 2025)		

**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