



## 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:** Vadnais Heights Elementary

**Principal Name:** Sara Svir

**Principal Phone and Email Address:** (651)653-2693 - Sara.svir@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.]

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, Vadnais Heights 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
Sara Svir	Principal
Kari Thimjon	Teacher – Classroom
April Schneider	Teacher – Academic Intervention
Colleen Ulfing	Special Education Representative
Karla Booth	Multilingual (EL) Learning Representative
Trevor Hassler	Parent/Family of student at risk of not meeting standards
Kristen Cruden	Member of community being served
Nirvana Yang	Family/Cultural Liaison
Carrie Zirbel	Social Worker/Counselor
Lauren Martin	Behavior Specialist
Gillian Sawtell	Assessment/Data Coordinator
NA	Instructional Paraprofessional

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

At Vadnais Heights 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' s and 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 school y
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 are lacking proficiency in vocabulary and it is havin
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 are lacking proficiency in vocabulary and it is having 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.]*

- Increase heterogeneous groups with differentiated instruction, flexible groups and varied instructional approaches that build on students' understanding. Ensure that ML, SpEd and WIN are also providing repetition and consistent implementation.

**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 Vadenais Heights Elementary students will benefit from strategies and procedures that will impact proficiency resulting from vocabulary. Whether 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.  
V.H.E.S. K-1 students will increase reading proficiency based on Fast Bridge early reading from an average level of 65% Proficient in the spring of 2024 to a level of 80% Proficient in the spring of 2025. V.H.E.S. 2-5 students will increase reading proficiency based on FastBridge a Reading from an average level of 61% Proficient in the spring of 2024 to a level of 75% Proficient in the spring of 2025.

## 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 routing	Christine Balgord	Time and Tools	9/3/24	6/6/2025	Increased proficiency results
Daily implementation of CKLA Vocabulary	Classroom Teachers	NA	9/3/24	6/6/25	Increased proficiency results
Math pacing guides to arrive at math vocabulary	Classroom Teachers	NA	9/3/24	6/6/25	Increased proficiency results
Each grade level identifies a strategy for vocabulary	Classroom Teacher	TBD	9/3/24	6/6/25	Positive impact on self-esteem which will be measured by

## 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. Ensuring students feel safe, valued, engaged and connected at school.

**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 Vadenais Heights 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	Administration	Survey - 3x during '24-'25			Knowledge of students' perspectives
SEL Data from DESSA	Teachers	NA	9/3	6/6	Awareness of how to best support students
BARR Process and structures	Teachers and Admin	NA	9/3	6/6	Ongoing adjustments to meet the needs
Second Step and UTimes	Teachers	NA	9/3	6/6	Weekly activities specific to SEL
7 Family/Community Events	All Staff	Time and Money	9/3	6/6	Connections with families and students

## 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.  
Focused strategies to impact literacy proficiency on aReading for ML students in grades 3-5.

**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.  
V.H.E.S. 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	Principal	NA	9/3		Information for teachers to use with stu
Targeted Services	Teachers	Funds for materials/busing	9/3	6/6	More practice to positively impacts pro

### 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	

**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