DEPARTMENT OF EDUCATION

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: Hopkins Public Schools LEA 4-Digit Number: 270

School Name: Eisenhower Elementary School year to which this plan applies: SY26

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 Melissa Ness Signature Melissa Ness
(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 Leanne Kampfe Signature Leanne Kampfe
(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]

Eisenhower Elementary will use Title I funds and other resources to support a comprehensive plan focused on improving reading outcomes and strengthening instructional practices. A .5 FTE instructional coach will lead progress monitoring, student goal setting, and coaching cycles to support data-driven, foundational literacy instruction. A .5 FTE IB coordinator, funded through Title I, will support evaluation and refinement of formative assessments embedded in IB units. Professional development funds and collaboration time will further teacher capacity. These coordinated strategies aim to ensure all students—especially those at risk—receive high-quality, targeted support to meet grade-level expectations.

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]

The rationale for Eisenhower's Schoolwide Program is to create a cohesive, data-driven system that supports all learners—particularly those not yet meeting grade-level benchmarks. FastBridge data showed that 38% of students are below reading expectations. Additional needs were identified through behavior and SEL data, Panorama surveys on engagement, and instructional walkthroughs. These revealed inconsistencies in implementation of instructional practices and a need for stronger coaching and data analysis systems. The Schoolwide model allows Eisenhower to embed support across all classrooms, rather than isolating services, ensuring that teachers and students benefit from aligned instruction, targeted interventions, and consistent progress monitoring.

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]

The intended outcomes of Eisenhower's Schoolwide Plan are to increase the percentage of students making typical or accelerated growth in reading by 3% and to improve the effectiveness of instructional practices through consistent use of data and formative assessment. As a result of this plan, teachers will engage in regular coaching cycles and collaborative data analysis, leading to more targeted, responsive instruction. Students will set and monitor individual reading goals, and assessments embedded in IB units will be evaluated and refined. These changes will foster a schoolwide culture of reflection, continuous improvement, and increased academic achievement for all students.

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]

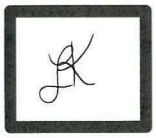
Eisenhower's Schoolwide Plan will be evaluated using multiple data sources to monitor both implementation and outcomes. FastBridge screening and progress monitoring data will track student growth in reading, with a goal of a 3% increase in students demonstrating typical or accelerated progress. Fidelity will be assessed through a data meeting calendar, coaching notes, and staff collaboration records. The effectiveness of IB-aligned formative assessments will be evaluated using planning templates, student work samples, and instructional reflections embedded in unit planners. Ongoing staff check-ins and student goal-setting conferences will ensure alignment with goals, allowing for mid-course adjustments and continuous improvement.

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]

Title I, Part A funds will support a 0.5 FTE instructional coach to lead reading data cycles, progress monitoring, student goal-setting, and coaching to improve foundational literacy instruction. A 0.5 FTE IB coordinator will also be funded to guide the evaluation and refinement of formative assessments aligned to IB units and support instructional responses to student data. These positions directly address the Schoolwide Plan's goals of improving reading outcomes and strengthening instructional practices. Additionally, Title I funds will support professional development and collaboration time needed to implement these strategies with fidelity across all grade levels.

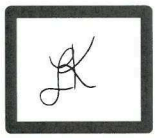
Confirmation of Compliance with Title I, Part A Schoolwide Requirements

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.

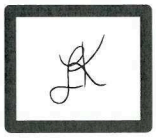


The Schoolwide Plan includes a summary of the recently completed Comprehensive Needs Assessment for a new Schoolwide Program or Annual Evaluation for an existing Schoolwide Program. The summary

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.

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.

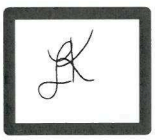


The Schoolwide Plan includes a specific implementation plan. It identifies

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.

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.



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.