

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:

Lakeaires Elementary

Principal Name:

Cary Krusemark

Principal Phone and Email Address:

651-653-2809

Plan Contact (if different from principal):

Contact Phone and Email Address:

District/Charter Name and Number:

White Bear Lake Area Schools 624

Title I Coordinator Name:

Brenton Shavers

Title I Coordinator Phone and Email Address:

651-407-7683

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
Laura Hunziker	Teacher – Classroom
Kirsten McPherson	Teacher – Academic Intervention
Jenny McPherson	Special Education Representative
Aly Meier and Grace Brown	Multilingual (EL) Learning Representative
	Parent/Family of student at risk of not meeting standards
	Member of community being served
Alicia Landa	Family/Cultural Liaison
Alison Eckert	Social Worker/Counselor
Tara Pankratz	Behavior Specialist
Kim Rasch	Assessment/Data Coordinator
Corissa Perron	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, Curriculum Based Measures |
| 2. Student Non-Academic Data: | Fastbridge SAEBRS |
| 3. Perception Data: | Student Perception Survey |
| 4. Program, Process, Policy Data: | AVID End of Year Goal Review |
| 5. Fidelity Data: | 5D+, Individual Growth & Development Plans, Building ISISSP |

What successes were identified?

1. Strong foundation of our SEL process, student climate and family relationships and communications.
2. Our BARR/MTSS system structures to better respond and support student needs and improve student learning
3. Academic Tier III intervention structures and processes.

What **Area(s) of Greatest Need** were identified?

1. Continued growth and resources to support Tier 2 instruction and SEL supports.
2. Designing and tracking behavior intervention data and aligning SMART goals in SEL that align with needs.
- 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, specifically students in the "some risk" levels based on Fastbridge.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*
Resources and time to plan and implement Tier 2 instruction and strategies 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.]*

On a quarterly cycle, classroom teachers will meet and review data of Tier 2 students and collaboratively plan for instructional interventions to best support the identified students. Teams will engage in a Student Centered Coaching Cycle to focus on student learning and instruction.

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 proficiency.

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 June 2026, from 61% to 80% of 2-5 students will score low-risk on the FastBridge CBMreading in spring.

By June 2026, from 64% in fall to 80% of 2-5 students will score low-risk on the FastBridge aReading in spring.

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	Teachers	Time, Schedule, Unit plans, cur	9/17/25	6/5/26	Instructional walkthroughs will affirm V
All Tier 2 students will be progress moni	Teachers	Fastbridge progress tools, time	9/17/25	6/5/26	Review the Data wall with student prog
Grade levels will utilize White Bear Lake	Teachers	CKLA curriculum; Instructional	9/3/25	6/5/26	Completion of CBM's within the pacing

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 MCAs.

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 and SEL Goals and strategies for tier 2 and 3 SEL students.

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. WE will review goals, strategies and meeting agendas to ensure teams are implementing strategies, tracking progress and having continued conversations at meetings around student performance.

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.

By June 2026, 85% of students in grades K-5 will attend 90% of the school days during the 25-26 school year.

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-Times and S	Teachers	Google site, U-Time and Secor	9/3/25	6/5/26	The student experience to have positiv
Interventions will be designed and imple	Teachers	Small block agenda, SAEBRS (	9/3/25	6/5/26	Data should reflect fewer unexcused a
Students marked level 2 or 3 on the BAI	Teacher/Social Worker	SAEBERS, BARR SEL, Attendi	9/3/25	6/5/26	With our highest need SEL students w

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 referral category for truancy interventions.

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.

By June 2026, 80% of ML students in the "some risk/high risk" will move up at least one level.

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
All tier 2 and 3 ML students will receive	ML teacher, intervention	Master schedule; time	9/17/25	6/5/26	All ML students receive services they c
ML students in Tier 2 or 3 will be progre	By June 2026, 80% of M	FAST, small block agenda, pro	9/17/25	6/5/26	ML students will show growth on progr

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
8/26/25	Updates, Title structure, building title goals/plan	All staff	Staff meeting
10/6/25	Title overview, updates, building plans	Lakeaires parents/PTO	PTO meeting