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: Birch Lake Elementary

Principal Name: Julian Stanke

Principal Phone and Email Address: (651) 653-2779; julian.stanke@isd624.org

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: 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.]

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.]

Decodable readers approved by our district Teaching & Learning Department that align with our curriculum, the READ Act, and are culturally appropriate and responsive.
Resources and tools to support the rollout of the texts, as well as to make successful math and literacy nights for all participants, including incentives such as flashcards, manipulatives, and games that students can learn to play with their families that target grade level appropriate standards.

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
Megan Wells	Teacher – Classroom
Michelle Gratz	Teacher – Academic Intervention
Kyle Swarthout	Special Education Representative
Caryn Bernier	Multilingual (EL) Learning Representative
	Parent/Family of student at risk of not meeting standards
	Member of community being served
Alicia Landa	Family/Cultural Liaison
Delanie Bickel	Social Worker/Counselor
Michael Sievert	Behavior Specialist
Abby Kath	Assessment/Data Coordinator
	Instructional Paraprofessional

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

Our Building Leadership Team meets regularly to support the building goals around academic, experience, and equity. Our close partnership with our building PTA brings perspective from current parents/family members to share feedback.

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, CKLA assessments, MCA,
2. Student Non-Academic Data: SAEBRS
3. Perception Data:
4. Program, Process, Policy Data:
5. Fidelity Data: 5D/5D+ Evaluation System (walk throughs/observations)

What successes were identified?

1. Focus on MTSS systemic structure and approach; implementing updated MTSS model of support.
2. Professional development and application of improved Tier 2 and Tier 3 interventions and supports.
3. Collaboration between general education and special education in support of curriculum implementation.

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

1. Literacy and math implementation of Tier 2 and 3 supports.
2. SEL supports aligned with student needs identified in referral data.
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.
Focus on literacy gaps, particularly with our Hispanic/Latino and ML populations.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*
We have a high number of new to country students, and students that are still in the new-to-country classification, needing extra supports and intervention.

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 with our ML teacher and paraprofessional with the general education teachers. ML has push in services of co-teaching with larger cohorts in addition to the small group 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.
This strategy supports ML teacher/para understanding of Tier 1 curriculum instruction, and allows for general education teachers to have immediate support to offer to students in the Tier 1 setting with their grade alike peers.

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.
Over the next two years, we will reach 80% of all students proficient in grade level reading using the CMBr assessments.

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 Teacher	Curriculum Resources	09/25	06/26	Student CBM scores increase
Tier III Interveniton	Intervention Teacher	Curriculum Resources	09/25	06/26	Student CBM scores 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

  Regular 6-week progress monitoring for all students receiving tier 3 interventions to ensure progress is being made. If results are stagnant, Tier 2 support staff available to support.

- progress toward achieving the SMART goal of improved outcomes

  Regular progress monitoring for all T3 students, and 6-12 week progress monitoring for all students using assessments to identify students with lagging skills.

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 June 2026, at least 90% of students will report that they feel valued, are building skills to adapt creatively to change, and are contributing meaningfully to their school or broader community, as measured by student surveys and reflection tools.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*
Students who feel valued and belonging are able to be successful in the school setting. By identifying the students who are not feeling valued, staff can support developing skills to adapt creatively to change, and support contributions to their school and broader community.

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.]*
Utilizing data from our SAEBRS SEL assessment, students needing T2/T3 support can be identified and supported by our student support team members. This can be in one on one, small group, and whole class lessons and skill development.

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 is an appropriate match for the schools need and student population as we are a small building and we can ensure that all students feel connected and valued to one another and our staff in the building community.

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, at least 90% of students will report that they feel valued, are building skills to adapt creatively to change, and are contributing meaningfully to their school or broader community, as measured by student surveys and reflection tools.

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
Administer SAEBRS SEL screener.	Classroom Teachers	SAEBRS	10/25	06/26	

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
  Utilizing SAEBRS as presented, analyzing the data, and creating support plans for identified students with lagging skills.

- progress toward achieving the SMART goal of improved outcomes
  Whole group instruction, Small group instruction, and one-on-one instruction to support skills identified as areas of need.

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.
We will raise academic achievement for all students while ensuring that no student group consistently falls behind.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*
Noted discrepancies amongst student sub groups in our student population, heavily focused on our multi-lingual learners.

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 between ML department and general education teachers, to focus on literacy achievement towards grade level for all students identified as Mutilingual learners.

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.

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, 48% of 2-5 ML students will score low-risk on the FastBridge aReading.

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
ACCESS Assessment	ML Teacher	ACCESS Assessment	01/26	03/26	

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
  ACCESS is a standardized assessment to measure the skill level and needs for support of students identified as multi-lingual learners.

- progress toward achieving the SMART goal of improved outcomes
  ML schedule and support will be determined based on the data collected by ACCESS from last year and this year.

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
	Math/Literacy Night - promote family and community engagement in learning.		
	Decodable readers - support targeted skills for students receiving T2/T3 interventions		

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