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 and sara.svir@isd624.org

Plan Contact (if different from principal): _____

Contact Phone and Email Address: _____

District/Charter Name and Number: _____

Title I Coordinator Name: Brenton Shavers

Title I Coordinator Phone and Email Address: (651)407-7683 and 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 1 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 SIOP (sheltered instruction observation protocols) 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-qual;ioty 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.]

Vadnais Heights Elementary will use funds to benefit all students. This allows for comprehensive initiatives, such as school-wide professional development, curriculum enhancements and technology integration, that elevates the academic program for the entire student body. Funds will support broader interventions for literacy and math coaching, whole-school behavior programs, and additional support staff. This holistic approach will foster a more cohesive learning environment, addressing the needs of all students, including those at risk while promoting equity and improved outcomes.

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 Ulfig	Special Education Representative
Clare Kazmierczak	Multilingual (EL) Learning Representative
Kristen Cruden	Parent/Family of student at risk of not meeting standards
Trevor Hassler	Member of community being served
Tim Gill	Family/Cultural Liaison
Carrie Zirbel	Social Worker/Counselor
Lauren Noel	Behavior Specialist
Gillian Sawtell	Assessment/Data Coordinator
N/A	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--parents, teachers, administrors 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 1 School-wide Program is responsisve 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: SAEBRS
3. Perception Data: Student Experience Survey
4. Program, Process, Policy Data: Attendance and behavior data collected and monitored through Synerg
5. Fidelity Data: 5D+ teacher observation protocol, BARR our 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 MTSS structure to impact all students
3. 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
2. Our ML students, specifically grades 3-5, are far below grade level and not meeting proficiency on FAST
3. Ensuring students feel safe, valued, engaged and connected at school

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 Expressions, math curriculum, does not explicitly or consistently teach vocabulary. More time needs to be allocated for vocabulary instruction with tools to support 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 the ML, SpEd and WIN are also oproviding 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 Vadnais Heights Elementary students will benefit from strategies and procedures that will impact proficiency resulting from vocabulary. Whether ML, SpEd, receiving intervention in the 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.

By June 2026, 68% of K-1 students will score low-risk on the FastBridge earlyReading Composite.

By June 2026, 80% of 2-5 students will score low-risk on the FastBridge CBMreading.

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 data driven strategies	Christine Balgord	Time and Tools	9/11/'25	6/5/'26	Increased Proficiency Results
Daily Implementation of CKLA	Classroom Teachers	NA	9/3/'25	6/5/'26	Increased Proficiency Results
Small Block/CIT - Data Driven Dialogue	Classroom Teachers	NA	9/3/'25	6/5/'26	Increased Proficiency Results
Implementation of Action Steps from Fo	Classroom Teachers	5D+	9/3/'25	6/5/'26	Positive Impact on Student Engageme

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 and data meetings will occur to monitor progress and growth.

- progress toward achieving the SMART goal of improved outcomes
  Fastbridge results will be reviewed for each individual student to work towards meeting our mid-year targets.

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.*
The data from 2024-'25 indicated in the spring that 75% of our students "liked" school. We'd like to increase that number because if students are enjoyhing themselves at school it will positively impact their outlook as well as academic growth.

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.]*
Our school has created an agenda of weekly topics for our Morning Meetings - they occur daily. Every classroom will be learning and discussing the same topic each week with supporting activities provided by BARR (U-Times) and our Second Step Curriculum. The topic of focus will be presented during the morning message by the building principal and instruction will occur in their grade-level classrooms.

If using an *evidence-based* strategy, identify the specific source indicating the strategy's likely effect on improved outcomes:
All students will be given a student-centered survey, created by White Bear Lake Area School's elementary psychologists and social workers, to provide information on how we can best meet the needs of our students.

- 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 Vadnais Heights Elementary is diverse and it's our goal to meet the needs of all students. We will collect information and individual input to learn what areas of our school's day, structure or experience we can positively impact to improve our students' experience.

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.
In 2024-2025, 75% of students said " they like " coming to school and our goal is to have 85% of students in the 2025-2026 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
Student Centered Survey	School Psychologist & S	Survey - 3x during the '25-'26 s	9/3	6/5	Knowledge of students' perspectives
SEL Data from SAEBRS	Teachers	Fastbridge	9/3	6/5	Confirmation of student experience aci
BARR Process & Structures	Teachers & Administrati	BARR	9/3	6/5	Ongoing data collection and discussior
Second Step and U-Time	Teachers	District Approved Curriculum	9/3	6/5	Weekly activities supporting SEL
7 Family/Community Events	All Staff	Scheduled Prior to Start of Sch	9/3	6/5	Opportunity to connect with students a

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.

- progress toward achieving the SMART goal of improved outcomes
  Modification will be made to impact students' safety, feeling values, 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 our ML students in grades 3, 4 and 5.

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

Lack of engagement of our ML learners in our literacy instruction and curriculum.

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 all teachers on SIOP, two times during the 2025-'26 school year, and a more rigorous CIT (Collaborative Inquiry Teams) process to document, monitor and adjust programming for all 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.

Our ML population continues to grow. We have identified, as a school, an area of professional focus in the 5D+ tool: Student Engagement and specifically, capitalizing on student strengths. It is unacceptable that only 29% of our students were proficient, as measured by the FastBridge assessment, and our focus on positively impacting student proficiency is necessary.

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.

In the spring of 2025, 29% of our students in grades 3, 4 and 5 were proficent on the a reading assessment. Our goal is to increase proficiency to 44% by the spring of 2026.

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
Sheltered Instruction Observation Proto	Wagner Consulting	Professional Development Fun	10/'25	2/'26	Changes in instruction by teachers acr
ML Strategies shared by ML Staff	Karla Booth/Clare Kazm	PD Time Allocated	9/'25	6/'26	Strategies applied daily in classrooms

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 teacher evaluation process is in place and every teacher is identified to be on a specific part of the schedule. All staff write goals and identify focus acreas that align with our building and district goals and support our school initiatives.

- progress toward achieving the SMART goal of improved outcomes

  Student data will be monitored and modifications will occur to meet the needs of students. Staff observations and evaluations will occur throughout the year and goals will be monitored for implementation and student impact.

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	Utilizing decodable books to strenggthen our literacy resources to support phonics instru	$1567	
2	Community events to promote family engagement and student experiencce	$1567	PTO Supports for food
1,2 & 3	Instructional supplies to give to families for use at home	$677	

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	Explaining Title 1, Building Goals & Family/School Par	Parents, teachers and commu	Presentations by school with opportunities for disc
Newsletters and Or	Updates of events and goals	Families	Invitations and written communication
January 2026	Sharing updates on data, student growth and family er	School Board and Community	Principal presents at School Board Meeting