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: _____White Bear Lake Area Schools_____ LEA 4-Digit Number: 0624__

School Name: __Vadnais Heights Elementary_____ School year to which this plan applies: _2025-2026___

Eligibility to operate a Title I, Part A Schoolwide Program

At the time of becoming a Schoolwide program, the Title I school (select one):

_X_ 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 __Sara Svir_____ Signature _____
(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 Brenton Sparks Signature _____

(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]

Vadnais Heights Elementary will have 3 building goals for the 2025-'26 school year. An academic goal focused on literacy proficiency, a student experience goal focused on students' perceptions of safety and comfort and an equity goal specific to multi-lingual students and their academic growth in literacy.

Our school staff will continue to follow the BARR (Building Assets and Reducing Risks) framework, an MTSS model, to ensure that we are discussing every student within our school focusing on academics and their social/emotional needs. The building goals and the data that is collected around them will guide our work and instructional strategies will continually be reviewed and modified to ensure that students are making progress towards the goals. The BARR framework provides a structure which requires weekly meetings for all licensed staff. Student data will be used to make decisions on instruction, interventions, accommodations and additional programming to support individual student needs. Professional Development will be provided to staff to ensure they have the appropriate training to best meet the needs of their students and additional interventions may be purchased to provide focused interventions to best meet the needs of students.

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]

Our school uses data from FastBridge for academics and SAEBRS, along with a student survey, to monitor students social/emotional growth. We have focused conversations and track the information collected on every student in our school to ensure they are making progress. The data wall is a shared tool that provides information on math, literacy, SEL, behavior and attendance. The data wall is referenced as teams (grade level and K-5) address individual students at weekly BARR meetings. We want every student to make progress and our model ensures that every child is discussed and each staff member, that is part of their instruction, is part of creating the plan to positively impact growth.

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]

CKLA is our literacy curriculum and every teacher has or will receive the LETRS training. Every student will receive grade level instruction, using CKLA, to ensure they are receiving instruction on the grade level standards. In addition to the 90 minutes of grade level instruction for K-3 and the 60 minutes for grades 4 and 5, each student will have 30 minutes daily of interventions that will be focused on their current level of performance and needs. It is our goal to increase the proficiency level for every student and focused interventions along with instruction on grade level standards by staff who have been trained on literacy instruction will positively impact our students, their individual results and our building goal.

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]

We will use data to monitor students academic progress and group students for interventions in tier 1, 2 and 3. Our intervention team, multi-lingual staff and special educators will support classrooms and students to reduce the teacher/student ratio and focus interventions, in both literacy and math, to provide students instruction in their individual area of need. Their progress will be monitored and collected on our data wall and through our grade level meeting data

information. As students progress, our building goal is to increase the number of students proficient on the FAST early reading and aReading assessments. Students will be assessed 3 times during the school year and the results will be monitored, adjusted and shared with parents. This work will positively impact our students population and specifically our building goals focused on literacy.

Our student experience goal will include a survey, created to be developmentally appropriate, that will be given to students 3 times during the school year and staff will complete the SAEBRS on every student. Students who are flagged, as a result of the preliminary SAEBRS assessment, will have a more thorough assessment completed and our MTSS protocol will be implemented to provide social/emotional support as needed. Parents will be part of the discussion and planning to ensure we are collaborating to best meet the individual needs of students.

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]

- Our school is in need of more decodable books, at every level, to meet the needs of our students and their current level of performance. CKLA provides limited materials and our teachers, across grade levels, recognize the need for more materials to use during intervention time to positively impact students' ability to sound out words, grapheme-phoneme correspondence, and transfer these skills in all areas of their lives.
- BARR provides social emotional learning activities to be implemented daily in the classroom. We will purchase materials for classrooms to use with these activities to support students and their social/emotional development.
- Partnering with families positively impacts students as well as their learning. We will host 3 family events where we will provide food and learning resources for them to take home and use with their students. These events will positively impact the relationships between our staff and parents and our goal is this will have a positive impact on the student experience.

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.