

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:

Willow Lane Elementary

Principal Name:

Jennifer Sexauer

Principal Phone and Email Address:

651-773-6172, Jennifer.sexauer@isd624.org

Plan Contact (if different from principal):**Contact Phone and Email Address:****District/Charter Name and Number:**

White Bear Lake Area Schools - ISD624

Title I Coordinator Name:

Brenton Shavers

Title I Coordinator Phone and Email Address:

651-407-7683, 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.]

Strategies and staff actions will center on evidence-based interventions, including small-group instruction, differentiated teaching, and ongoing progress monitoring using FAST universal screeners. Professional development will equip staff with strong data-informed practices and culturally responsive instructional approaches to help close equity gaps. Targeted literacy and math interventions will support at-risk students, reducing risk levels and narrowing achievement disparities. Additionally, social-emotional supports aligned with SAEBRS and mySAEBRS data will strengthen students' readiness to learn. By addressing both academic and social-emotional needs, these efforts will enhance the schoolwide

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.]

Title I funds will support a schoolwide approach to enhance academic achievement, social-emotional learning, and equity goals. Funds will provide universal access to interventions, ensuring all students benefit from FAST screeners, data-driven instruction, and SEL programming like Second Step and U-Time. Resources will fund professional development, family engagement initiatives (e.g., home visits), and tools for tracking progress (Educlimber/FAST). This comprehensive approach addresses systemic barriers, fosters collaboration among all staff, and supports underserved groups, including Latino students, by reducing achievement gaps and ensuring personalized support, which is not possible under Targeted Assistance services.

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
Jennifer Sexauer	Principal
Elise O'Donnell	Teacher – Classroom
Carrie Carlson	Teacher – Academic Intervention
Hanna Honerman	Special Education Representative
Lubna Abu Shark	Multilingual (EL) Learning Representative
Stephanie Minor	Parent/Family of student at risk of not meeting standards
Shannon Alexander	Member of community being served
DJ Ingram	Family/Cultural Liaison
Michael Alexander	Social Worker/Counselor
Tim Daniels	Behavior Specialist
Kim Rasch	Assessment/Data Coordinator
Libby	Instructional Paraprofessional

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

At Willow Lane Elementary, stakeholders-including parents, teachers, administrators, and community members-are actively engaged through regular meetings, surveys, and focus groups. Their insights inform the school's goals, strategies, and resource allocation. Continuous feedback ensures that the Title I program remains adaptive to the changing needs of our students. We hold regular meetings and offer surveys to gather results and evaluate the work we are doing.

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, MCA's
2. Student Non-Academic Data: SAEBRS and mySAEBRS
3. Perception Data: mySAEBRS and student survey
4. Program, Process, Policy Data: Attendance and behavior data collected and monitored throughout the year. CI
5. Fidelity Data: 5D Teacher Observation, North Star Accountability, 916 Consultation plan and

What successes were identified?

1. Developed a strong foundation of our SEL process and made natural connections to our BARR (Building Assets)
2. Strong student climate with opportunities for student leadership and strong family relationships.
3. Data Driven Dialogue embedded into our student centered coaching and collaborative instructional teams.

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

1. Academic data in both math and literacy shows insufficient growth over the last few years.
2. Our students of color, specifically Hispanic/ Latino population is not meeting proficiency in academic areas and I
3. The attendance rate of Hispanic/Latino students who were at school consistently 90% of the time was under the

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.

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

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.]*

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. FASTbridge is used to evaluate the students literacy growth.

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, 56.5_% of K-1 hispanic Latino students will score low-risk on the FastBridge earlyReading Composite. By June 2026, _56_% of 2-5 hispanic Latino students will score low-risk on the FastBridge CBMreading. By June 2026, _52_% of 2-5 hispanic students will score low-risk on the FastBridge aReading. By June 2026, 50 % of K-1 black students will score low-risk on the FastBridge earlyReading Composite. By June 2026, 55_% of 2-5 black students will score low-risk on the FastBridge CBMreading. By June 2026, _54____% of 2-5 black students will score low-risk on the FastBridge aReading.

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
Second step SEL curriculum implement	all staff	2nd Step Online program	10/15/25	6/1/26	Increased regulation of social and emc
Implementation of CKLA to fidelity	K-5 Teachers	CKLA curriculum	9/4/25	6/5/26	Proficiency rates increased
Progress Monitor CMBr and FAST bridg	all staff	Fastbridge	9/4/25	6/1/25	increased scores
Family Engagement Events	Jen Sexauer & other sta	Time and funding	9/4/25	6/1/25	connections with family and students c

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
Formative assessments given within each grade level that provide opportunities for students to demonstrate application of the skills.
- progress toward achieving the SMART goal of improved outcomes
Decreased student behavior data, increased student attendance

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.
Attendance rates

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*
Students need to feel valued, seen, cared for in an environment that encourages them to be problem solvers and thinkers.

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.]*

School wide goals that focus on SEL, literacy and creating culture of support. CIT goals that support the building goals with time planned for data driven dialogue.

If using an evidence-based strategy, identify the specific source indicating the strategy's likely effect on improved outcomes:

2nd Step SEL curriculum enhances the academic performance of students by increased academic motivation, enhances executive functioning skills, improved literacy skills, increased on task behaviors and proactively teaches children to self manage emotions and conflicts.

- 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.

Second Step curriculum contributes to better school attendance by fostering a positive and safe school climate and reducing disciplinary issues by equipping students with essential social and emotional skills. It creates an environment where students are better able to learn, manage challenges, and engage positively with their school 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.

100% of Willow Lane students will demonstrate growth toward social-emotional goals. 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. By June 2026 90% of Willow Students will maintain a 90% or higher attendance rate.

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
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Creating an instructional schedule that a	Instructional Coach and		9/1/25	6/5/26	completion of the guaranteed and viab
Build in WIN times for all grade levels	Principal and IC		9/1/25	6/5/26	WIN time used to fidelity with everyone

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
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. We need purposeful times for WIN built into the master schedule to help eliminate scheduling conflicts and the Tier 1 instruction to be interrupted.
- progress toward achieving the SMART goal of improved outcomes
This will build in time for interventions, progress monitoring and keep us all on the right track for work towards our Fastbridge outcomes.

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.

Literacy instruction

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

Inadequate academic schedule with specified minutes of 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.]*

Instructional Schedule that already maps out when each grade level will have intervention supports.

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.

We need to have specific time for every grade level because we only have 3. 4 Intervention teachers.

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.

100% of our Tier 1 instruction will be scheduled into the academic day for every classroom teachers for the 2025-26 school year.

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
Student Survey regarding opinion about	Leadership Team		1/15/26	6/1/26	Improved opinions of school
Family survey regarding opinion about t	Principal		10/25	6/1/26	Increased number of responses

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 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. We will use our Second Step curriculum to provide topics that will increase student's needs being met.
- progress toward achieving the SMART goal of improved outcomes
We should continue to see the students improve their problem solving skills and abilities to build relationships with others. This will also increase their attendance because they will be happier at school. 100% of Willow Lane students will demonstrate growth toward social-emotional goals. 100% of students will receive service learning and leadership opportunities, which incorporate individual student perspectives, in the classroom, school, or greater community 100% of community members (students, families, staff, and volunteers) are safe, welcomed, and valued while in the building

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
4	instructional materials for students to use at home		

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
Monthly	What is Title 1?	Families	Weekly Newsletters
PTO meetings first	How we are strengthening our SEL curriculum	Families	at the PTO meetings