

Part I – District and School Information

(Required for all schools completing the Record of Continuous Improvement)

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number Columbia Heights ISD 13	Phone: 763-528-4501
Superintendent (Director): Kathy Kelly	Fax: 763-528-4437
District Address: 1440 49 th Ave. NE Columbia Heights, MN 55421	Email: kellyk@colheights.k12.mn.us
Title Coordinator: Zena Stenvik	Phone: 763-528-4438
Coordinator Address: 1440 49 th Ave. NE Columbia Heights, MN 55421	Email: stenvikz@colheights.k12.mn.us

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Highland Elementary, 0515, K-5	Phone: 763-528-4401
School Address: 1500 49 th Ave NE Columbia Heights, MN 55421	Fax: 763-528-4407
Principal: Michele DeWitt	Email: dewittm@colheights.k12.mn.us

Determine Your Category

- Schoolwide program
 - Priority (complete Parts I, II, III, and IV)
 - Focus (complete Parts I, II, III, and IV)
 - Continuous Improvement (complete Parts I, II, and IV; Part III Recommended)
 - No MMR designation (complete Parts I, II, and IV; Part III Recommended)
 - Celebration Eligible (complete Parts I, II, and IV; Part III Recommended)
 - Reward (complete Parts I, II, and IV; Part III Recommended)
- Targeted assistance program
 - Priority (complete Parts I, II, and III)
 - Focus (complete Parts I, II, and III)
 - Continuous Improvement (complete Part I; Parts II and III Recommended)
 - No MMR designation (complete Part I; Parts II and III Recommended)
 - Celebration Eligible (complete Part I; Parts II and III Recommended)
 - Reward (complete Part I; Parts II and III Recommended)
- Non-Title School (Parts I, II, III, and IV Recommended)

Multiple Measurement Rating (MMR) and Focus Rating (FR) Trends

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information.

Year	Multiple Measurement Rating	Focus Rating
2012 - 2013	58.93%	72.57%

Year	Multiple Measurement Rating	Focus Rating
2013 - 2014	53.82%	65.99%
2014 - 2015	29.48%	32.04%

Demographic Information

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information.

Student Group	Percent of Total Enrollment
American Indian/Alaskan Native	4.4%
Asian/Pacific Islander	8.3%
Hispanic	27.7%
Black, not of Hispanic Origin	35.8%
White, not of Hispanic Origin	23.7%
English Learner	38.2%
Special Education	15.2%
Free/Reduced Price Lunch	79.8%

Schoolwide Leadership Implementation Team

Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Additional information on Leadership Implementation Teams can be found at [Module 3 – Implementation Teams](#) on the AI Hub.

Leadership Implementation Team membership that represents identified needs: Principal, classroom teacher(s), special education, English language development, data coach, reading and math instructors/coaches, parents including parents of historically underserved students, and others as determined by Comprehensive Needs Assessment.

Team Member Name	Role	Contact Information
Michele DeWitt	Principal	763-528-4401
Disa Fabeck	District Representative	763-528-4526
Angela Noll	Grade Level Teacher	763-528-4468
Julie Meyer	Dean	763-528-4410
Jai Ramnarine	Parent	Enter contact information here
Suchitra Ramnarine	Parent	Enter contact information here
Enter team member name	Select a role	Enter contact information here
Enter team member name	Select a role	Enter contact information here
Enter team member name	Select a role	Enter contact information here

Part II – Comprehensive Needs Assessment

(Required for all Schoolwide Programs; Focus Schools, and Priority Schools; Recommended for All Schools)

All Focus and Priority schools and any school operating a Schoolwide Program (SWP) must conduct a comprehensive needs assessment (CNA) that is based at least in part on the academic achievement information of all students in the school.

1. DATA REVIEW

- Data review should include data from multiple sources.
- Information below represents possible data sources.
- Add or delete rows as needed.

DATA	REFLECTION	REVIEW DATE	NEXT STEPS
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	When will we study the data?	What will you do next to advance the data review process?
Enrollment Report	We are maintaining enrollment	Weekly	Continue our methods
MCA proficiency, growth data	Most cells grow	Weekly	Grade level team meetings
WIDA Proficiency scores	Many EL students tested out	Monthly	Grade level team meeting

2. COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to each of the components required in a Schoolwide Program.

After reviewing the data above, please list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns below:

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: MCA Growth in both proficiency and growth from third to fourth grade and from fourth to fifth grade. Our black students out-performed state average. A large percentage of EL students exited service in grades 3-5.

Mathematics: MCA Growth in both proficiency and growth from third to fourth grade and from fourth to fifth grade. Our black students out-performed state average.

Graduation (if required):

Other:

Prioritized Concerns:

After reviewing the data in step 1, what concerns were noted?

Reading: MCA gap between state average and Hispanic students. Behind state average in most categories.

Mathematics: MCA decrease with Hispanic students

Graduation (if required):

Other:

Hypothesized Root Causes:

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a usable intervention to address hypothesized root cause.

Reading: Proficiency in native language, proficiency in English is more than a year behind for many new students.

Mathematics: Proficiency in native language, proficiency in English is more than a year behind for many new students. Students who are low readers are tested more on reading skills than on their pure math skills.

Graduation (if required):

Other:

Part IV – Summary of Schoolwide Program for School Year 2016-17

(Required for all Schoolwide Programs, including Schoolwide Focus Schools, Schoolwide Priority Schools)

Schoolwide Requirements, References, and Guidance

- Title I Schoolwide Programs must follow the required core elements and components defined in section 1114(b) of the Elementary and Secondary Education Act (ESEA), Code of Federal Regulations, title 34, part 200, sections 26 and 28 [34 CFR 200.26 and 200.28].
- Each school operating a Schoolwide Program with Title I funds must complete Parts I and II of this document.
- In Part IV, the core elements are represented by numbered sections and the components are included as lettered subsections of each core element.
- Part III is required for Focus and Priority schools and is optional but recommended for all.
- The MDE ESEA [Title I-A and Title II-A Compliance Guide and Monitoring Tool](#) provides additional information about the requirements for a Schoolwide Program and the documentation that the district and school must maintain to demonstrate compliance with the Federal regulations.
- The detailed Schoolwide program information maintained at the school or district must be in a format and language understandable to parents and other stakeholders.

1. Current Comprehensive Plan

The schoolwide plan addresses the required components listed below and is made available in a format and language understandable to parents and other stakeholders.

1a. Schoolwide Reform Strategies

List one or more instructional and other building effort(s) being implemented to address the needs identified in the CNA in order to improve teaching and learning for all students throughout the school, e.g., PLCs, differentiated instruction, PBIS. (Add as many rows as needed.)

- 1) Teachers meet weekly to review student data
- 2) Teachers and EL Teachers collaborate to provide reading, math and written language instruction for students
- 3) The building is adding a second Pre- Kindergarten program free of charge for families.
- 4) Change the core reading instruction for grade 2
- 5) Heritage Spanish instruction for grades K-3

NOTE: If the district supports multiple Schoolwide Programs, it may want to aggregate this school information for question 1.4.2 of the SERVS Title I application.

1b. Timely and Effective Assistance

List two or more **methods** used to identify students who experience the most difficulty mastering academic standards and who need timely additional assistance. (Add as many rows as needed.)

- 1) CES testing three times per year: September, January, May
- 2) Kindergarten assessment
- 3) Grade level pre-assessments in reading and math in the fall

List one or more activities used to provide timely and effective assistance to students who experience the most difficulty mastering academic standards, e.g., small group pull-out, small group push-in. (Add as many rows as needed.)

- 1) small group push-in
- 2) small group pull-out
- 3) individual work with a MRC tutor or reading specialist

NOTE: Schools working with the Regional Centers of Excellence will explore the CNA process and results in detail in Part II of this form. Schools not working with the Regional Centers of Excellence are encouraged to use Part II as a tool to help organize and implement instructional strategies in the SWP.

1c. Instruction by Highly Qualified Teachers

All core* subject teachers and interventionists in a school operating a Schoolwide Program must meet the standards for being highly qualified. If all core subject teachers are not highly qualified, a plan is needed to ensure the educator(s) will become highly qualified.

All paraprofessionals or educational assistants working in a school implementing a Schoolwide Program must also be highly qualified. List one or more activities being implemented to ensure all educators in the school meet highly qualified standards and to attract highly qualified teachers to high-needs schools. Be sure to include the process for educators who are teaching with a special permission (e.g., limited license, waiver, variance) to become highly qualified. (Add as many rows as needed.)

- 1) All teachers and educational assistants are highly qualified at Highland Elementary

*Core academic subjects are defined as English, reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography.

1d. Professional Development

List one or more types of high-quality professional development activities provided for teachers, paraprofessionals, principals, and others as appropriate that correspond to the current Schoolwide Program needs assessment and have these features:

- *Designed to improve academic achievement of individual students as well as the overall instruction program.*
- *Aligned with state academic standards.*
- *Designed to provide teachers with information that can be used to make decisions about the use of academic assessments.*

Examples: PLCs, reading instructional coach. (Add as many rows as needed).

- 1) Guiding reading training for all K-2 teachers
- 2) Professional development and on-going coaching for the k-5 new math series
- 3) on-going equity training for all K-5 teachers

1e. Parental Involvement

List one or more types of parent involvement activities sponsored by the school that involve parents in the planning, review, and subsequent implementation of the Schoolwide Program. Include strategies to improve parent involvement with student academic achievement, e.g., Title I annual meeting, family nights. (Add as many rows as needed.)

- 1) Title 1 annual meeting
- 2) PTO meetings
- 3) Monthly family nights
- 4) Parents invited to 3 equity meeting
- 5) Family information night

1f. Preschool Transition

List one or more activities being implemented to assist the successful transition of preschool children and their families from an early childhood program to kindergarten in the Schoolwide Program, e.g., kindergarten round-up, parent classes. (Add as many rows as needed.)

- 1) Kindergarten round-up
- 2) Spring open-house
- 3) Assessment prior to school starting

1g. Program Coordination

List one or more groups and subsequent activities that coordinate and integrate federal, state, and local resources, programs, and services, e.g., what process is in place to expand a program based on an increased student population needing that service. (Add as many rows as needed.)

- 1) Targeted Services
- 2) ACCFC: Anoka County and Family Innovations
- 3) Big Brother Big Sisters

2. Budget

List the costs, by object code, required to implement the reform effort(s) and other activities listed above. Identify what staff and services are supported using Title I funds. (Add as many rows as needed.)

- 1) Spanish Curriculum, books and materials
- 2) Read Naturally
- 3) Dream Box
- 4) Data days – full days preferred

NOTE: If the district supports multiple Schoolwide Programs, it may want to aggregate this school information for question 1.4.3 of the SERVS Title I application.

3. Annual Evaluation

3a. Evaluation Date

List the date of the most recent evaluation of the Schoolwide Program.

- 1) 8/21/15

3b. Data Sources

List one or more data sources used to evaluate the implementation and effectiveness of the Schoolwide Program, e.g., test scores, survey results. (Add as many rows as needed.)

- 1) Grade level data team meeting
- 2) MCA results
- 3) ACCESS scores
- 4) Enrollment report

3c. Results

List one or more results (e.g., student or staff successes, lessons learned) of the annual evaluation of the Schoolwide Program. (Add as many rows as needed.)

- 1)
- 2)
- 3)

3d. Changes to Schoolwide Program

List one or more changes planned for the Schoolwide Program based on the evaluation of the previous year's Schoolwide Program. (Add as many rows as needed.)

- 1) Additional parent engagement opportunities
- 2) New math curriculum
- 3) New second grade reading curriculum
- 4) Additional professional development