

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 Public Schools #13	Phone: 763-528-4501
Superintendent (Director): Kathy Kelly	Fax: Enter fax number here
District Address: 1440 49 th Ave NE	Email: kellyk@colheights.k12.mn.us
Title Coordinator: Zena Stenvik	Phone: 763.528.4501
Coordinator Address: 1440 49 th Ave NE	Email: stenvikz@colheights.k12.mn.us

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: North Park Elementary School, 517 K-5	Phone: 763.528.4300
School Address: 5575 Fillmore St NE Fridley, MN 55432	Fax: 763.528.4307
Principal: Jeff Cacek	Email: cacekj@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	58.92%	73.3%

Year	Multiple Measurement Rating	Focus Rating
2013 - 2014	50.66%	64.87%
2014 - 2015	34.49%	24.87%

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	3.8%
Asian/Pacific Islander	3.8%
Hispanic	29.8%
Black, not of Hispanic Origin	35.0%
White, not of Hispanic Origin	27.7%
English Learner	32.7%
Special Education	13.8%
Free/Reduced Price Lunch	76.9%

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
Jeff Cacek	Principal	cacekj@colheights.k12.mn.us
Jane Riordan	District Representative	riordanj@colheights.k12.mn.us
Carolyn Teichner	Grade Level Teacher	teichnec@colheights.k12.mn.us
Jenny Debol	Grade Level Teacher	debolj@colheights.k12.mn.us
Carolyn Bang	Grade Level Teacher	bangc@colheights.k12.mn.us
Cheryl Bolitho	Parent	bolithoc@colheights.k12.mn.us
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?
Review Enrollment Data	Incoming K class is bigger than the 5 th grade class that left; with a high mobility rate we normally see a lot of movement	Admin team reviews weekly	Start recruiting 4-year-olds in September for the next year; Principal gives family tours weekly as requested.
Review MCA/MTAS Proficiency and Achievement Level Data by Student Group	Science scores have been increasing. Math and Reading scores went down for all groups.	Will look at with each grade level and as a school	Drill down into grade-level data with teams.
Review ACCESS for ELLs Growth and Proficiency Data	Students progressing from one level to the next at each grade level; seeing development	Will look at with each grade level and as a school	Will look at as a team; EL teachers will share with classroom teachers.

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: WE have to make a change for our reading curriculum and that process is happening district-wide this year. Small gains and pockets of success in grade levels.

Mathematics: Small gains and pockets of success in grade levels.

Graduation (if required):

Other: High Science scores.

Prioritized Concerns:

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

Reading: Low scores have been identified since ReadWell was adopted as a curriculum. The change to another curriculum will address that as it is more comprehension-based, higher rigor.

Mathematics: New curriculum this year.

Graduation (if required):

Other: Grade-level teams were new this year and new to curriculum. This year teams have a better understanding of both their grade-level students and the curriculum.

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: New curriculum with higher rigor and having students exposed to grade-level texts will address the lower comprehension rates and reading scores.

Mathematics: With new curriculum, there may be gaps that we have to address (5th grade will have to cover what students may need from 4th grade, etc.) for this year. This will attend to lower math scores.

Graduation (if required):

Other:

High Science scores could be the result of collaboration and small sections in Science. Science is inquiry-based and the curriculum is high rigor. Students read grade-level texts and are given formative assessments. Students articulate loving Science. “Genius hour”—student-led projects informed by their passions and their inquiry-based questions was an intervention that developed critical thinking, collaboration, communication and higher level thinking.

Academic language work during ELD time contributed to higher language development.

Personalized Learning Initiative at 5th grade is going down to 4th grade this year.

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) Focus the Reading Interventionist's time at 3rd grade based on low scores.
- 2) Implement new Math and Reading curricula.
- 3) Minnesota Reading Corps tutor at 1st and 2nd grade
- 4) Increase "Genius Hour" to 4th and 5th grades and piloted elsewhere
- 5) EL teachers focusing time on ELD

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 in September, January and May

2) Ongoing formative assessments at the classroom level

3) Last year's MCA and ACCESS scores

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 pull-out

2) Genius hour and Project Based Learning

3) Collaboration between Science teacher and classroom teachers

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) Work with HR on licensing requirements

2)

3)

*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) Staff-led PD at staff meetings based on student needs
- 2) Focus on equity-based literacy PD at district level
- 3) Math training for teachers K-5
- 4) AVID training for 5th grade 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 I meeting
- 2) Parent-Teacher conferences
- 3) Family Nights
- 4) Home Visits
- 5) Latino Parent Breakfasts
- 6) REACH elementary

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) Pre-school parents invited to all events listed above
- 2) PreK/K play dates
- 3) Private tours with PreK families
- 4) PreK conferences

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) Read Naturally intervention program with identified K-5 graders

2) Minnesota Reading Corps tutor with identified K-5 graders

3) Reading Interventionist with identified 3rd graders

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) Read Naturally
- 2) Targeted parent involvement activities
- 3) Reading Interventionist (out of Title?)
- 4) Targeted services for after school enrichment and intervention(?)

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) Monday, August 15 2016

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) MCA
- 2) ACCESS
- 3) Enrollment

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) In discussions of root cause, discussed the high rigor of Science
- 2) Discussed need to ongoing formative assessment
- 3) Importance of parent contact on program

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) Expanding PLI with articulated high rigor expectations
- 2) Expanding Genius Hour
- 3) Implementing AVID for 5th graders