

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: 763-528-4436
Superintendent (Director): Kathy Kelly	Fax: 763-528-4407
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: Valley View Elementary, 0520, K-5	Phone: 763-528-4205
School Address: 800 49 th Ave NE, Columbia Heights, MN 55421	Fax: 763-528-4207
Principal: Willie Fort	Email: fortw@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	59.31%	71.26%

Year	Multiple Measurement Rating	Focus Rating
2013 - 2014	57.09%	71.01%
2014 - 2015	12.65%	27.48%

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	1.3%
Asian/Pacific Islander	5.7%
Hispanic	40.6%
Black, not of Hispanic Origin	32.4%
White, not of Hispanic Origin	20%
English Learner	39.5%
Special Education	8.1%
Free/Reduced Price Lunch	86.8%

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
Willie Fort	Principal	763-528-4205
Tara Thukral	District Representative	763-528-4533
Tanya Moore	Parent	612-272-0249
Tia Thompson	Grade Level Teacher	Thompsot1@colheights.k12.mn.us
Danielle Berg	Grade Level Teacher	bergd@colheights.k12.mn.us
Camille Erickson	Other	ericksoc@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
<p>What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?Ent</p>	<p>What did you learn from the data you reviewed?</p>	<p>When will we study the data?</p>	<p>What will you do next to advance the data review process?</p>
<p>Review Enrollment Data</p>	<p>Enrollment is growing each year. Factors that could be a part of it is: school has a positive reputation, academic success, required uniforms, school climate, strong communication—positive phone calls, teachers are involved and engaged with students.</p>	<p>Yearly—share with staff and PTO</p>	<p>Focus on Kindergarten enrollment to ensure higher numbers in Kindergarten. (New all day Prek program starts this school year. This should change numbers)</p>
<p>Review MCA data by Student Group</p>	<p>Reading: * New curriculum in 2015/2016 * The gap between non-white and white is getting bigger. * Parent-getting books in the houses is important to decrease this gap. * Low EL proficiency on MCA Math: * Progressive decrease. Students are not showing as much work with online pieces. * New Math curriculum in 2016-2017. * The gap between non-white and white is getting bigger.</p>	<p>Throughout the year with grade level teams</p>	<p>Teachers have ongoing data meetings as well as 2 formal ½ day meetings. These meetings will continue to look at data throughout the year (formative and summative)</p>

DATA	REFLECTION	REVIEW DATE	NEXT STEPS
<p>What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices? Ent</p>	<p>What did you learn from the data you reviewed?</p> <p>Science * Positive increase * Difficulty to exit the test * Background knowledge needed to pass the test * Lower grades have a higher number of levels 1 and 2 * High writing scores * Splitting up EL teachers' time between all students dependent upon need</p>	<p>When will we study the data?</p> <p>Yearly (EL teachers use data throughout the year)</p>	<p>What will you do next to advance the data review process?</p> <p>Ensuring adequate time for lower levels EL by classroom teachers and EL teachers</p>

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: Strong ACCESS writing scores; implementation of Read Naturally

Mathematics: New curriculum will be implemented next school year; focus on math facts, implementation of Dreambox Learning

Graduation (if required):

Other:

Prioritized Concerns:

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

Reading: Continuous decrease throughout the years. Also the Hispanic, Asian, American Indian, and Black proficiency in reading in comparison to White and Hispanic.

Mathematics: All scores declined

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: vocabulary; stamina for reading; opportunities to have books at home

Mathematics: rigor of our curriculum; curriculum drift ; math facts

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) Focused PLC (grade level teams) on literacy and math during designated staff meeting times.
- 2) Small group intervention for reading and math.
- 3) AVID strategies used K-5.

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) Data Meetings—October and Spring
- 2) Literacy Reading Levels—using these levels to identify reading groups
- 3) Formative Assessment for Math

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) Morning & Afternoon Targeted Services Programs
- 3) Flexible Grouping to allow for more time with students who are experiencing difficulty
- 4) MRC tutor

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) Providing training for all staff in schoolwide programs (RC, routines, goals)
- 2) Ongoing communication and feedback
- 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) AVID training
- 2) Literacy Coach from the University of Minnesota
- 3) Responsive Classroom Training
- 4) Math in Focus Training

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) Data Meetings with Families (during conferences or other nights)
- 2) PTO—Share Title I information, academic data, inform school decisions
- 3) Home Visits

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) New PreK Full Day Program
- 2) Bridges to Kindergarten
- 3) PreK-3 Alignment Districtwide (Collaboration between Early Childhood and Grade Level Teachers)

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 in the morning and afternoon to provide math and reading interventions
- 2) Social Services to support students' social and emotional needs
- 3) EL: EL teachers co-teaching with classroom teachers in K-5

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) Training for AVID
- 2) Online intervention programs for Literacy and Math (Read Naturally & DreamBox)
- 3) Take Home Activity Materials: Math Facts, Books to take home, Math Games

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) 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) Enrollment Data
- 2) MCA Proficiency by Student Group
- 3) ACCESS Levels

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) More differentiation/intervention time
- 2) More support for at home learning
- 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) PLCs for Literacy and Math during Staff Meeting
- 2) K-5 AVID
- 3) Small Group Interventions during the school day