m¹ DEPARTMENT
OF EDUCATION

LEA Confirmation of a Title I Schoolwide Program

Completion and approval of this form confirms that the local educational agency (LEA) has reviewed and has on file the current comprehensive school improvement plan and other documentation that meets all listed Schoolwide requirements for the identified Title I school. The school may use the Title I Schoolwide Plan template available from the Minnesota Department of Education (MDE) website and/or an alternative format to document full compliance.

School Name: **CHHS, Transition & Virtual Heights 9-12**   School Year (202X-202Y): **2023-2024**

LEA Name and Number: **Columbia Heights Public Schools ISD #0013**

Eligibility to operate a Title I Schoolwide Program

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

- ⦿ identified that at least 40 percent of the school's enrollment qualified for free or reduced-price (FRP) lunch
- ○ requested and received a state waiver of the 40 percent requirement

Schoolwide School Improvement Summary

Identify up to three strategies (using all available resources, not just Title I) as part of a comprehensive effort to improve the entire school program for all students and accelerate the progress of students who would otherwise be eligible for Title I Targeted Assistance services. [The available space to identify each strategy is limited to one line.]

1. Enhance structured literacy instructional framework by providing strong grade level instruction

2. Provide strong Tier 1 math instruction aligned with grade level standards

3. Strengthen PLCs to improve and align Tier 1 instruction and provide Tier 2/3 support.

Describe how Title I, Part A funds are or will be used as a part of the comprehensive school improvement plan rather than focused solely on interventions for students not meeting academic standards. Clarify what could not be accomplished with Targeted Assistance services. [Limit response to 500 characters including spaces.]

Strengthening Tier 1 instruction will be a focus through collaborative, vertical time for staff to align the scope and sequence to standards. Funds will also be used to support research based professional development and resources focused on the Science of Reading. Math instruction and resources will be strengthened through the partnership with the Regional Center for Excellence and vertical alignment 6-12. Creating partnerships with families will be the focus for Family Engagement.

Compliance with Title I Schoolwide Requirements

1. Stakeholder Engagement

The Schoolwide plan:

- a. identifies families, staff and other stakeholders involved in the development or revision of the plan;
- b. is supported with documentation of the stakeholder activities to develop the plan.

2. Comprehensive Needs Assessment or Annual Evaluation

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;

   b. identifies the prioritized school need(s) and the hypothesized root cause(s) to be addressed.

3. School Improvement Strategies

The Schoolwide plan:

   a. identifies up to three evidence-based strategies for school improvement;

   b. describes how the strategies:

      i. strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and

      ii. address the needs of all students in the school and particularly the needs of students at risk of not meeting academic standards.

4. Implementation Plan

The Schoolwide plan identifies the sequence of action steps and, for each action, the staff responsible, resources needed and anticipated timeframe to implement each strategy.

5. Annual Evaluation Plan

The Schoolwide plan:

   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.

6. Communication Plan

The Schoolwide plan identifies how the plan will be communicated and made available to school staff who will carry out the plan, families being served and other stakeholders in a format and language that all can understand.

School Certification of Compliance

School Principal's Name: Todd Wynne

Email: wynnet@colheights.k12.mn.us

School Principal's Signature:

Date: August 16, 2023

LEA Confirmation of Compliance and Approval

LEA Official's Name: Zena Stenvik

Title: Superintendent
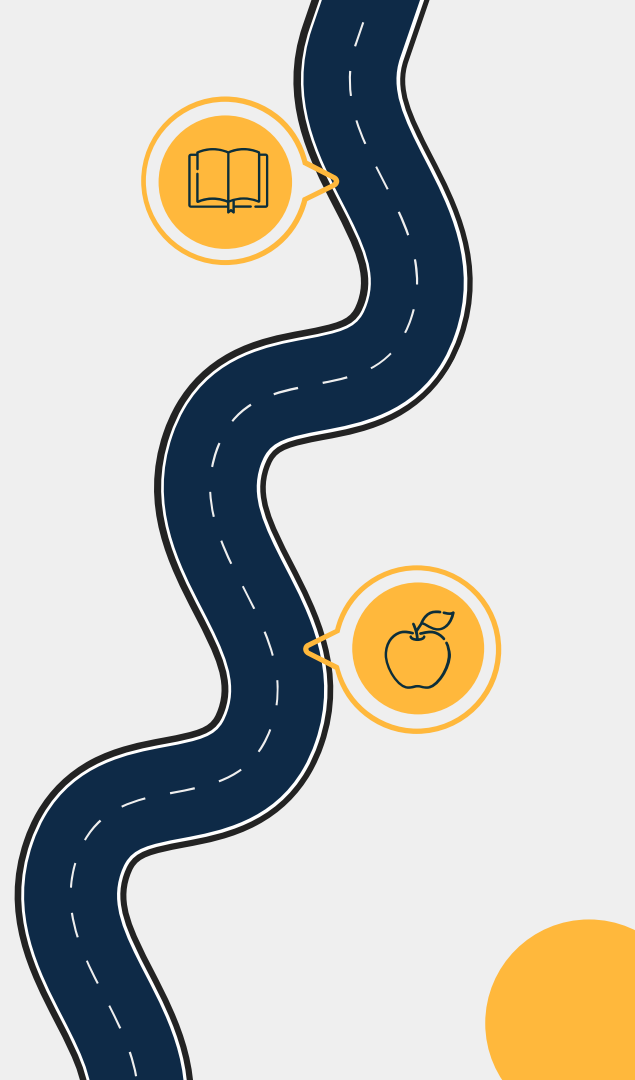
LEA Official's Signature:

Date: August 16, 2023

Columbia Heights High School

(Includes Transition and Virtual Heights 9-12)

2023–2024

School Goals for Math, Literacy, & Family Engagement

Today's Meeting Goals

01

Introductions
Data Review, Needs Assessment and Root Cause Analysis

02

Review district wide goals and strategies.
Create school level goals and strategies.

03

Family Engagement

01

Introductions, Data Review,
Needs Assessment,
Root Cause Analysis

Title Plan Development Team

Students	None
Families	Mrs. Hernandez Will be reviewed and adjusted at Parent Meeting
School Staff	Troy Leadership Team
District Staff	Bondo
Administration	Todd, John Kulick

Data Review

Review School Data to look for:

- Bright Spots (Successes)
- Trends
- Areas of Growth (Needs)
- Wonderings

CHHS MCA Reading Trends:
Lowest Subscore Mean Scale Score

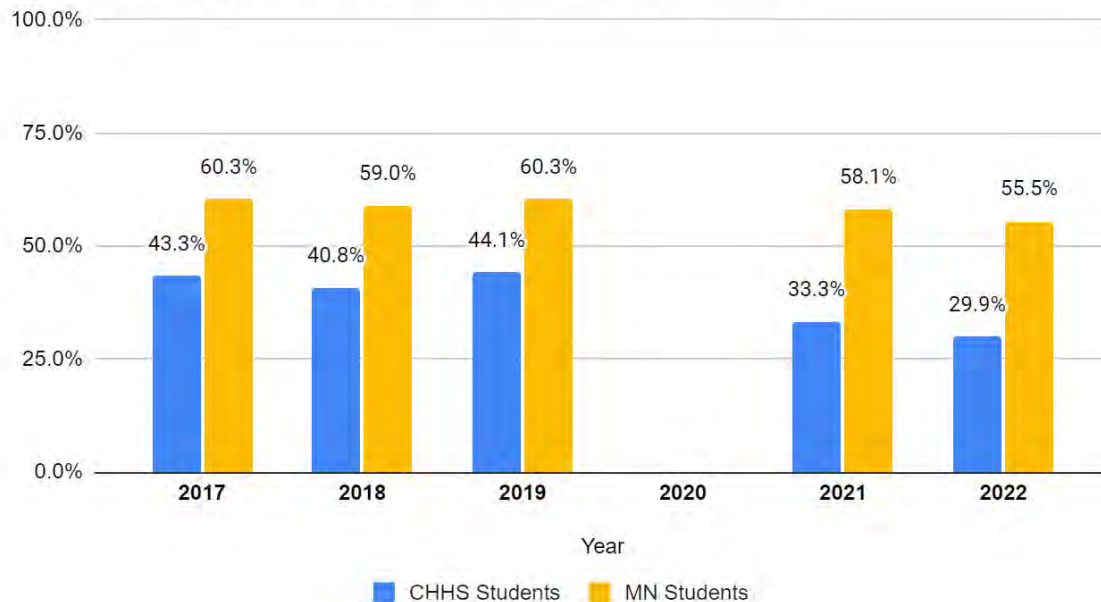| Grade	2016	2017	2018	2019	2021	2022	2023
10	Literature	Literature	Literature	Literature	Literature	Informational Text	Informational Text

- The MCA Reading assessment has two subscores: Literature and Information Text
  - *Literature:* use strategies to analyze, interpret, and evaluate fiction (such as short stories, fables, poetry, and drama)
  - *Informational Text:* use strategies to analyze, interpret, and evaluate nonfiction (such as expository and persuasive text, and literary nonfiction)

- Above data represents scores included in accountability; no scores for 2020 are present due to COVID–19

- Goal is to view gaps in grade level instruction, not cohort proficiency

Literacy

Trends in Literacy: MCA Reading (Grade 10)

- 2022–23 data is embargoed until August 24, 2023 but follows a similar pattern

- Due to COVID–19, no MCA data is available for 2020

MCA Reading Proficiency - CHHS and MN State

Year	CHHS Students	MN Students
2017	43.3%	60.3%
2018	40.8%	59.0%
2019	44.1%	60.3%
2020		
2021	33.3%	58.1%
2022	29.9%	55.5%

Legend: CHHS Students, MN Students
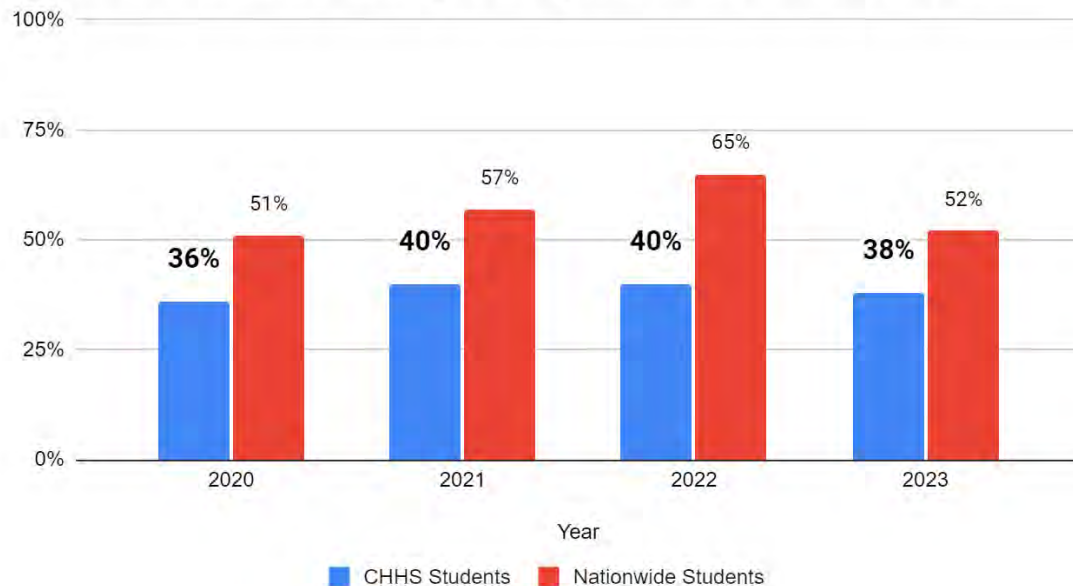
CHHS Participation Rates	
2017	95.3%
2018	99.2%
2019	94.9%
2021	15.6%
2022	66.4%

Literacy

Trends in Literacy: SAT Literacy Strand (Grade 11)

The literacy benchmark on the SAT test is composed of evidence-based reading and writing questions.
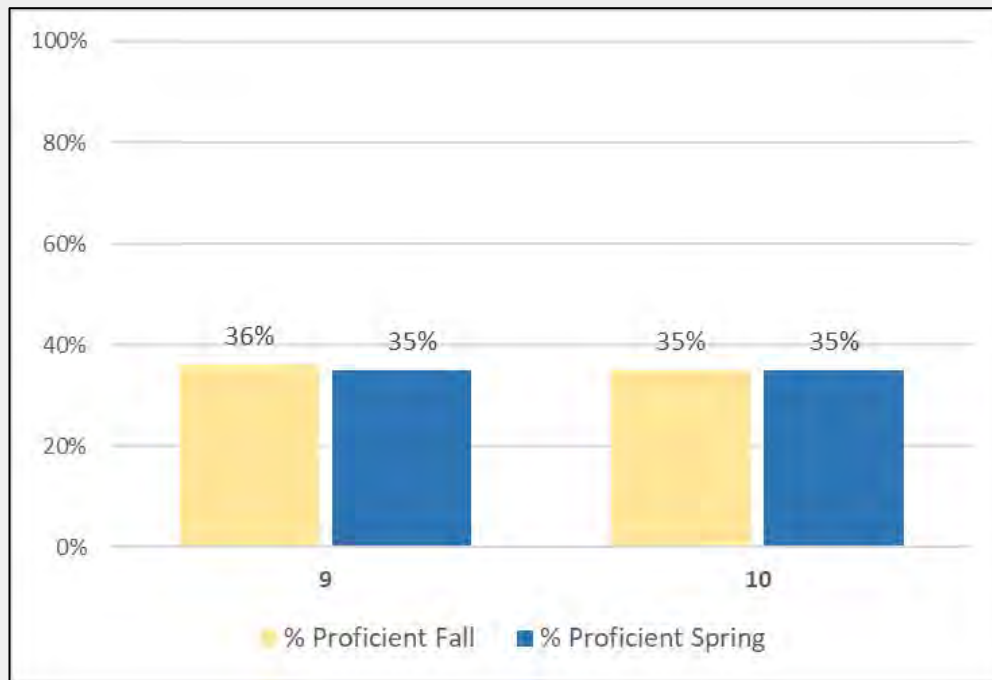
It measures the skills and knowledge that research shows are the most important for success in college and career.

Percent of Students Meeting Literacy Benchmark on SAT Test

Year	CHHS Students	Nationwide Students
2020	36%	51%
2021	40%	57%
2022	40%	65%
2023	38%	52%

Year

■ CHHS Students ■ Nationwide Students

Literacy

Data Review: CHHS

Fall vs. Spring FastBridge Literacy Proficiency
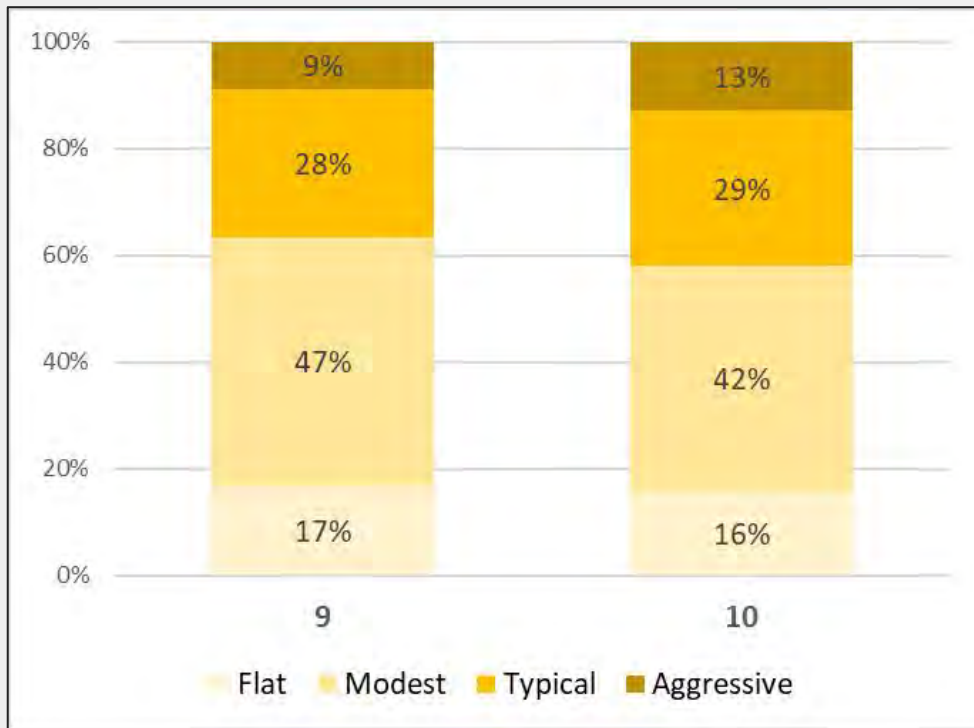

Proficiency on the aReading assessment measured in both fall and spring.

The benchmark for proficiency increased in difficulty from fall to spring

Literacy

Data Review: CHHS

2022–23 FastBridge Literacy Growth (Fall to Spring)

Students in grade 10 showed more significant growth (42%) than students in grade 9 (37%) over the school year.

Only students tested in both fall and spring are represented

Growth is calculated based on the student's starting fall aReading score and how students at the same starting score performed over the year nationwide.

Literacy
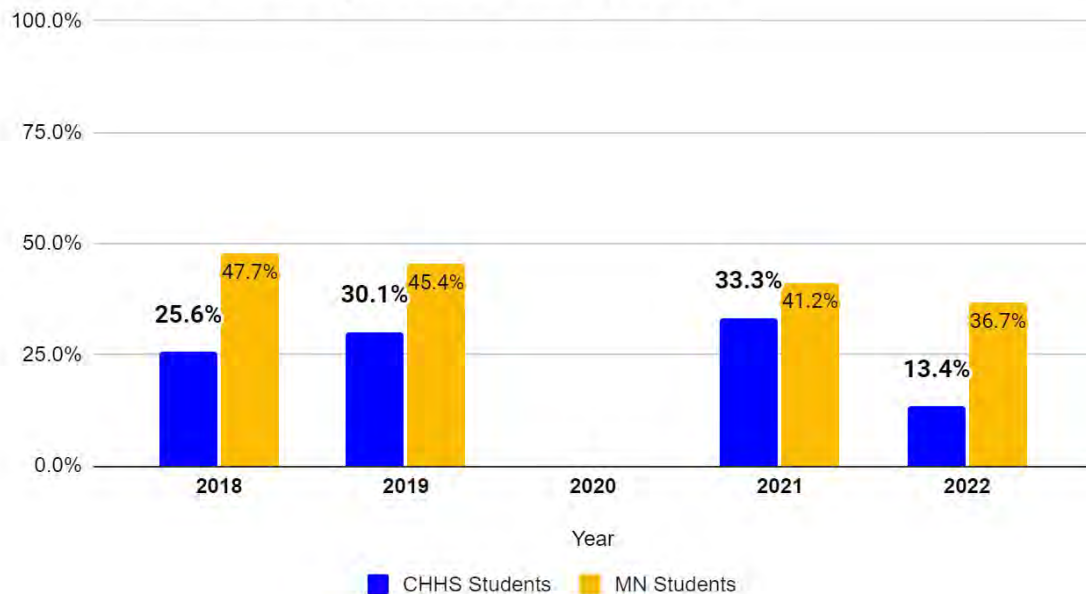
CHHS MCA Math Trends:
Lowest Subscore Mean Scale Score

Grade	2019	2021	2022	2023
11	Data Analysis & Probability	Data Analysis & Probability	Data Analysis & Probability	Geometry & Measurement

- The MCA Math assessment has three subscores: Algebra, Geometry & Measurement, and Data Analysis & Probability
  - *Algebra: i*dentify features of functions and use them to solve real-world and mathematical problems, generate equivalent expressions, and solve equations and inequalities.
  - *Geometry & Measurement:* calculate measurements, construct logical arguments to prove results, and apply properties of figures to solve problems.
  - *Data Analysis & Probability:* display and analyze data, use various measures to draw conclusions, make predictions, and calculate probabilities.

- Goal is to view gaps in grade level instruction, not cohort proficiency

Math

Trends in Math: MCA Math Test (Grade 11)

- 2022–23 data is embargoed until August 24, 2023

- Due to COVID–19, no MCA data is available for 2020
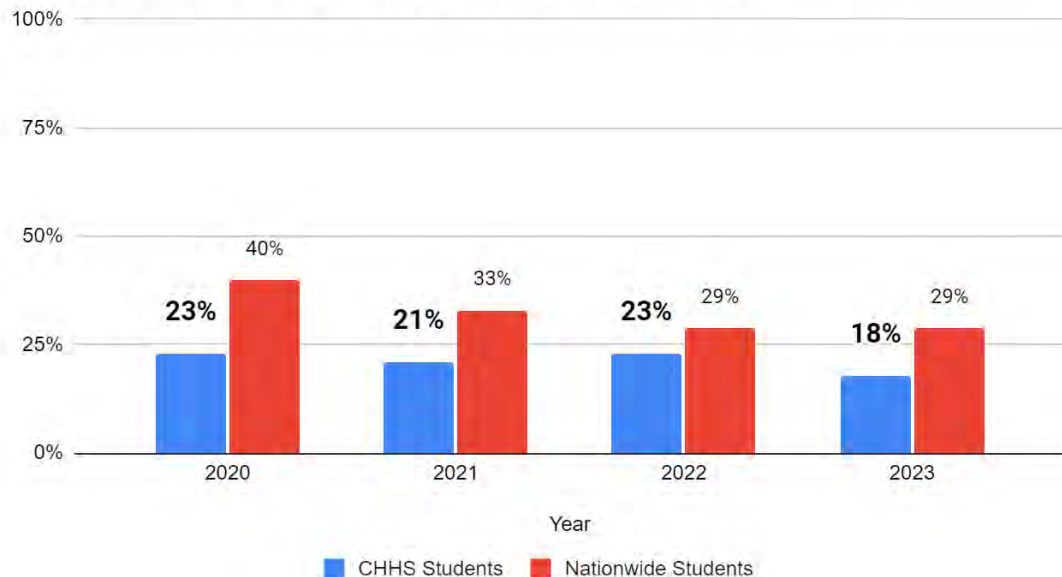
MCA Math Proficiency - CHHS and MN State

Year	CHHS Students	MN Students
2018	25.6%	47.7%
2019	30.1%	45.4%
2020		
2021	33.3%	41.2%
2022	13.4%	36.7%

CHHS Students ■   MN Students ■

CHHS Participation Rates	
2018	98.5%
2019	97.7%
2021	7.1%
2022	63.4%

Math

Trends in Math: SAT Math Strand (Grade 11)

The math benchmark on the SAT test measures skills using linear relationships, ratios, percentages, proportional relationships, data analysis, and non-linear equations and functions.

Percent of Students Meeting Math Benchmark on SAT Test

	2020	2021	2022	2023
CHHS Students	23%	21%	23%	18%
Nationwide Students	40%	33%	29%	29%

Year

■ CHHS Students   ■ Nationwide Students

Math

Comprehensive Needs Assessment

Successes: After reviewing the data, what **successes** have been identified by the team?
- Student participation is increasing over past three years
- FAST 10th Grade is not flatline and is increasing
- 42% of students taking FAST in 10th grade are showing growth
- Data is flat, in spite of the significant increase of students who enter the school below proficient

Comprehensive Needs Assessment

Prioritized Concerns: After reviewing the data, what **concerns** were noted?
- Need to ensure students who are not proficient are receiving focused instructions and support based on their learning needs
- Continued effort to make students who are below proficient to engage in support before/during/after school
- How are students identified, communicated to, and what supports are provided beyond first best classroom instruction
- Increased communication regarding assessments and the "why"
- Math articulation between middle school and high school teachers
- Math teachers will use schoolwide data and student data to identify learning needs and support and plan to do remediation
- Data breakdown for all teachers
- Peer tutoring –language, achievement

Root Cause Analysis

What factors contributed to higher aggressive and typical growth in some grade levels, classrooms, or student groups?
- Motivation
- Explain the "why"
- Quality instruction
- Assessment conducted within the classroom (MCA)

02

Goals
**2023–2024**

Academics & Equity

1. Enhance the structured literacy instructional framework in all schools by providing strong grade level Tier 1 instruction and amplifying Tier 2 and 3 support.

2. Provide strong grade level Tier 1 math instruction.

3. Strengthen PLCs to improve and align Tier I instruction and provide strategies for Tier 2 and 3 support.

Strategy 1: Literacy Instruction

Enhance the structured literacy instructional framework in all schools by providing strong grade level Tier 1 instruction and amplifying Tier 2 and 3 support.

★ Grade level, approved, equitable curriculum, aligned with identified standards, is used for whole group culturally responsive instruction (Tier 1).

★ Small group and individual instruction targeted to students' observed and assessed needs in specific aspects of literacy development (Tier 2 & 3).

★ Use of time during literacy instruction follows district guidelines based upon research.

Literacy District Action Plan

Action Steps	Plan	Implementation Data to Monitor	Student Outcome Data to Monitor
Provide clear expectations for literacy instruction	Work with Regional Centers of Excellence to align standards, review vertical progressions, and build common learning targets aligned to each benchmark. Align standards to district-provided ELA resources, ensuring horizontal and vertical alignment and revising scope and sequence as needed.	Walkthrough Data	FastBridge Screener Grades K-10
Professional Development	Provide professional development to staff to support Tier 1 instruction during district in-service days.	Attendance Surveys/Reflections Collaborative Time	FastBridge Screener Grades K-10
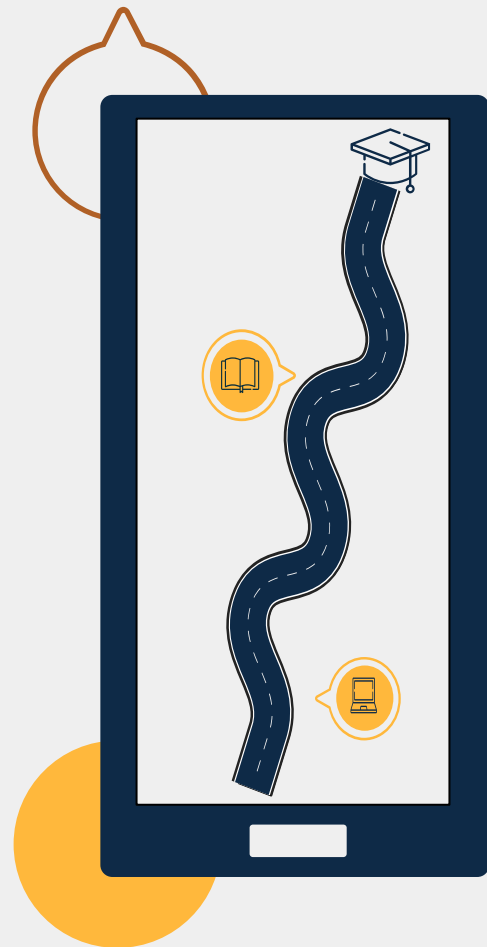
Literacy School Goal

By June 2024, CHHS will Increase aggressive growth for 9th and 10th grade students by 15% as measured by FAST compared to June 2023.

By June 2024, CHHS will Increase proficiency by 5% as measured by the MCA compared to June 2023.

Literacy School Action Plan

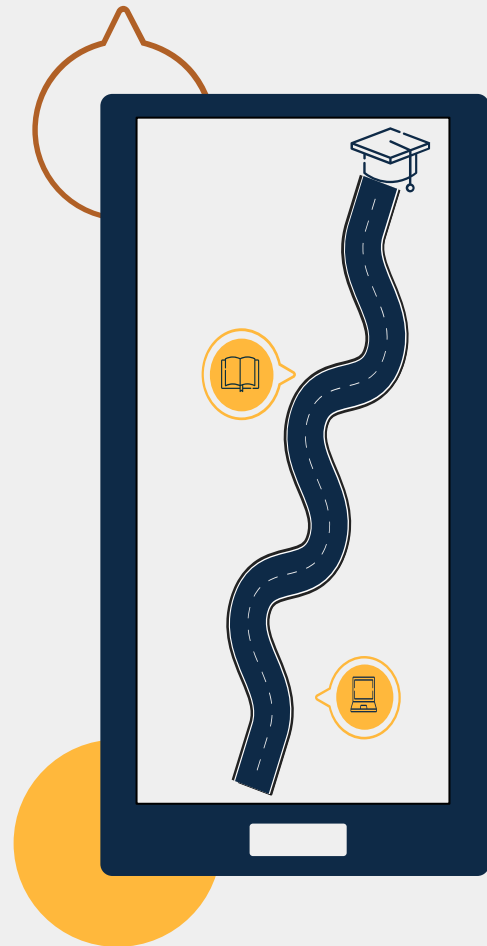| Action Steps *Change ideas expected to positively influence the drivers.*	Plan *How will action steps be carried out? Who is responsible?*	Implementation Data to Monitor *How and when will implementation be monitored?*	Student Outcome Data to Monitor *How and when will student outcomes be monitored?*
Data Literacy	Teachers will assess students in literacy through of FastBridge Testing, Fall/Spring,	-PLC, FastBridge, ACCESS	Fall/Spring FastBridge -PLC
Literacy Interventions	Teachers will have an increased awareness of student literacy data that will lend to differentiation of instruction, with a focus on EL students	PLC, FastBridge, ACCESS	Fall/Spring Fast Bridge -Daily common formative assessments

Strategy 2:
Math Instruction

Provide strong grade level Tier 1 math instruction.

★ Grade level, approved, equitable curriculum, aligned with identified standards, is used for whole group culturally responsive instruction (Tier 1).

★ Interventions targeted to students' observed and assessed needs in specific aspects of math (Tier 2 & 3).

Math District Action Plan

Action Steps	Plan	Implementation Data to Monitor	Student Outcome Data to Monitor
Provide clear expectations for math instruction	The expectation for district-approved curriculum to be used for Tier 1 instruction will be clearly communicated to all new and returning staff.	Walkthrough Data	FastBridge Screener Grades K-9
Math Pathway	Collaborate with CA and HS Math teachers and admin to support an articulated math pathway from middle to high school for all students.	Pathway shared with staff and families	Registration for 2024-2025

Math School Goal

By June 2024, at least 15% of grade 9 students will make aggressive growth from Fall to Spring in math as measured by the FAST assessment.

By June 2024,CHHS will increase the proficiency on MCA Math by 5% of proficiency compared to June 2023.

Math School Action Plan

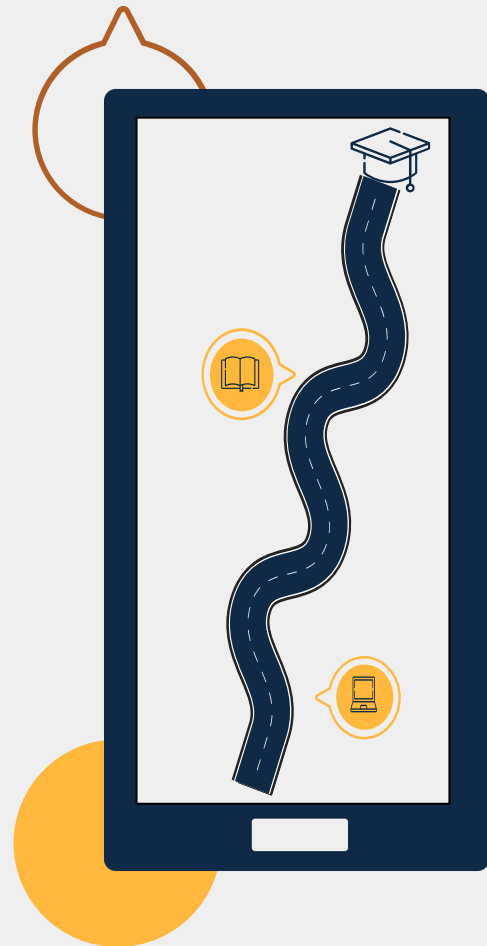| Action Steps	Plan	Implementation Data to Monitor	Student Outcome Data to Monitor
Change ideas expected to positively influence the drivers.	*How will action steps be carried out? Who is responsible?*	*How and when will implementation be monitored?*	*How and when will student outcomes be monitored?*
Standards Alignment 6-12 with RCE	High school math teachers will meet with middle school with a goal of articulation. A focus on timing/fidelity of teaching math standards.	-PLC -FastBridge	'FastBridge (Fall/Spring) -Formative assessments

Strategy 3: PLCs

Strengthen PLCs to improve and align Tier I instruction and provide strategies for Tier 2 and 3 support.

★ Fully implement Professional Learning Communities (PLCs) using the Strategy Implementation Guide (SIG).

★ Provide opportunities for PLCs to meet vertically.

PLC District Action Plan

Action Steps	Plan	Implementation Data to Monitor	Student Outcome Data to Monitor
Provide PLC expectations and calendar	Create and share one-pager for expectations of how often PLC teams meet.	Attendance/Calendars	N/A
Provide PLC templates and supporting documents	Update and share PLC templates and supporting documents on T&L site.	Use of documents in grade level/content area shared folders, accessible by building administrators.	N/A
Support PLCs as requested.	Check in with admin teams to monitor PLC progress and join PLCs as requested.	Attendance/Calendars	N/A

PLC School Goal

By June 2024, all departments will have a high functioning PLC meetings, with a focus on increasing student data through teacher effectiveness.

PLC School Action Plan

| Action Steps
Change ideas expected to positively influence the drivers. | Plan
How will action steps be carried out? Who is responsible? | Implementation Data to Monitor
How and when will implementation be monitored? | Student Outcome Data to Monitor
How and when will student outcomes be monitored? |
|---|---|---|---|
| All departments will continue PLC work, with a goal of increasing teacher performance, as well as student performance | Each department has different focuses. | Admin will meet with PLC teams and review data and progress every 6 weeks. | Daily CFA, FastBridge data, ACCESS, MCA, SAT |
| | | | |

03

Family Engagement
2023–2024

Climate Survey Data Review
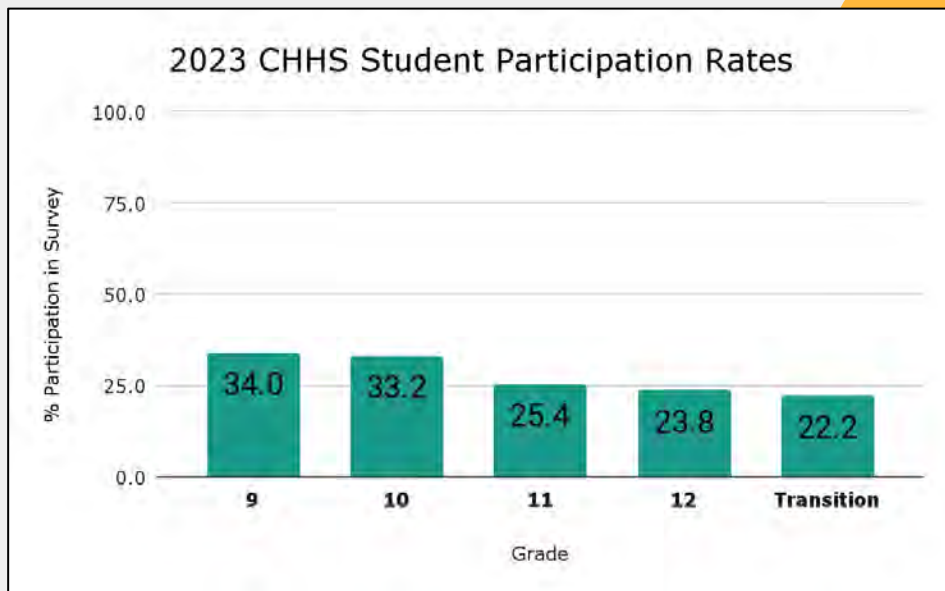
Review Student and Family Data to look for:

- Bright Spots (Successes)
- Trends
- Areas of Growth (Needs)
- Wonderings

Data Review: CHHS

Spring 2023 Climate Survey Results

Survey	Population	Rate
Student	All CHHS Students	335 Students
Family	All CHHS Families	68 Families

2023 CHHS Student Participation Rates

Data Review: CHHS

Spring 2023 Climate Survey Results: Student Summary

90% Percent of students who always or almost always care about doing well in school

71% Percent of students who strongly agree or agree that school rules are fair

67% Percent of students who agree or strongly agree that things learned in school are useful

73% Percent of students who strongly agree or agree that teachers care about students at their school

Data Review: CHHS

Spring 2023 Climate Survey Results: Student Summary

73% Percent of students who agree or strongly agree that they feel safe at school

68% Percent of students who feel good about themselves very often or almost always

77% Percent of students who plan to attend a two or four-year college/university after high school graduation

69% Percent of students who express their feelings appropriately very often or almost always
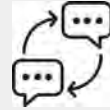
Data Review: CHHS

Spring 2023 Climate Survey Results: Family Summary

69% — Percent of families who agree that **school/ program rules are fair**

85% — Percent of families who agree that **communication is easily accessible** by school/program

80% — Percent of families who agree that their student feels **physically safe** within the program/ school (classroom, hallways, bathrooms, etc.)

63% — Percent of families who agree that **teachers provide useful feedback** to support learning

Data Review: CHHS

Spring 2023 Climate Survey Results: Family Summary

77% — Percent of families who agree that adults help students think about **how to handle difficult situations**

62% — Percent of families who agree or strongly agree that adults at CHHS **teach students about options after high school**

55% — Percent of families who agree that the school/program teaches students how to **express emotions in constructive ways**

81% — Percent of families who agree or strongly agree that their **student has friends at school**

Comprehensive Needs Assessment

Successes: After reviewing the data, what successes have been identified by the team?
- KIds and families feel safe at school
- KIds and families believe adults care for them
- 85% of families report that the communication sent home and/or accessibility to information is proficient
- 77% Students report that they plan to attend a 2/4 year institution

Prioritized Concerns: After reviewing the data, what concerns were noted?
- The disconnect between achievement and aspiration
- Help students to express emotions
-

Areas to focus in on this year: After reviewing the data, what are goals for Family Engagement this year?
- Expose students to speakers who may talk about "why try." Bring real life success stories to students to

Supporting a Strong Partnership with Families

Staff and Schools...	Events Continuing from Previous Years	New Opportunities
Honor and recognize families' funds of knowledge		-Opportunities for parent to volunteer in school (create a volunteer document)
Connect family engagement to student learning/development		-Local jobs available in the community -Reward program for students (gift cards) -Vol
Engage families as co-creators		-Opportunity for families to volunteer in the community
Create a welcoming culture		

Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships.KL Mapp, PJ Kuttner - 2013

Strategies to Reach Each and Every Family

What strategies will you try this school year to reach each and every family at your school?
- Make phone calls to parent to remind them about the events
- Help parents to engage with their children by asking, how was school? (parent workshop for engaging with children)
- Ask teachers and advisory teacher to call home (positive phone call, grade and absences from a class)
- Contact families when students are failing
- Communicate with families about resources/academic support available at school
- Volunteer board for opportunities for parents/guardians