



## 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: **Highland Elementary**

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.]

Title I funds will be used to support the school goal of strengthening Tier 1 instruction. This will be done through instructional coaching, aligning instruction to standards, reviewing resources and providing professional development. Funding will support ensuring the literacy block is aligned with the Science of Reading. It will also support with the implementation of classwide interventions in Math and Literacy. Family Engagement will include more opportunities to engage with learning.

### 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: Michele Janke

Email: jankem@colheights.k12.mn.us

School Principal's Signature: Michele Janke

Digitally signed by Michele Janke  
Date: 2023.08.16 10:30:35 -05'00'

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

# Highland Elementary 2023–2024

School Goals for Math, Literacy, & Family Engagement

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# 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

<b>Students</b>	None
<b>Families</b>	Invited and consulted Will ask families for more input to adapt the plan at the beginning of the school year
<b>School Staff</b>	Ariane, Carolyn, Billi, Phil, Michelle E, Shelly, Shannon
<b>District Staff</b>	Tara Thukral, Director of Teaching and Learning
<b>Administration</b>	Michele Janke, Principal

# Data Review

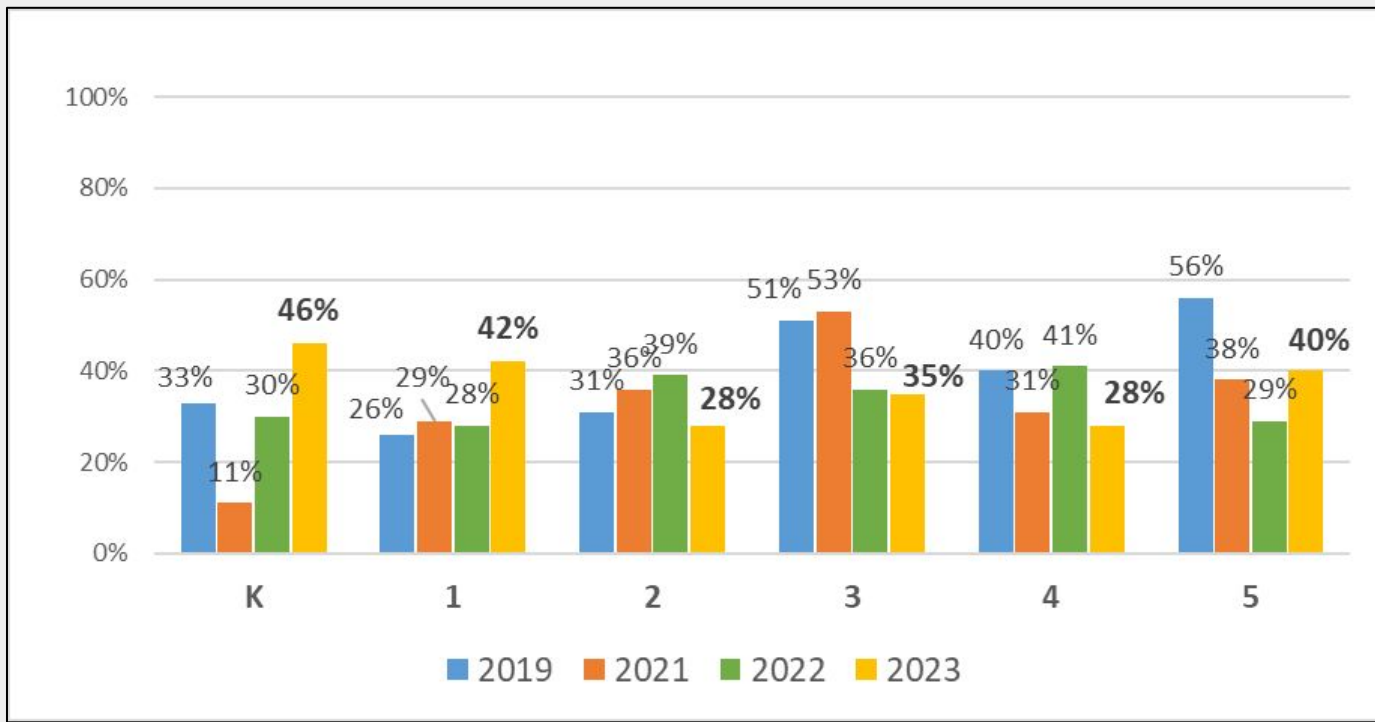
Review School Data to look for:

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



# Data Review: Highland

## Spring FastBridge *Literacy* Proficiency



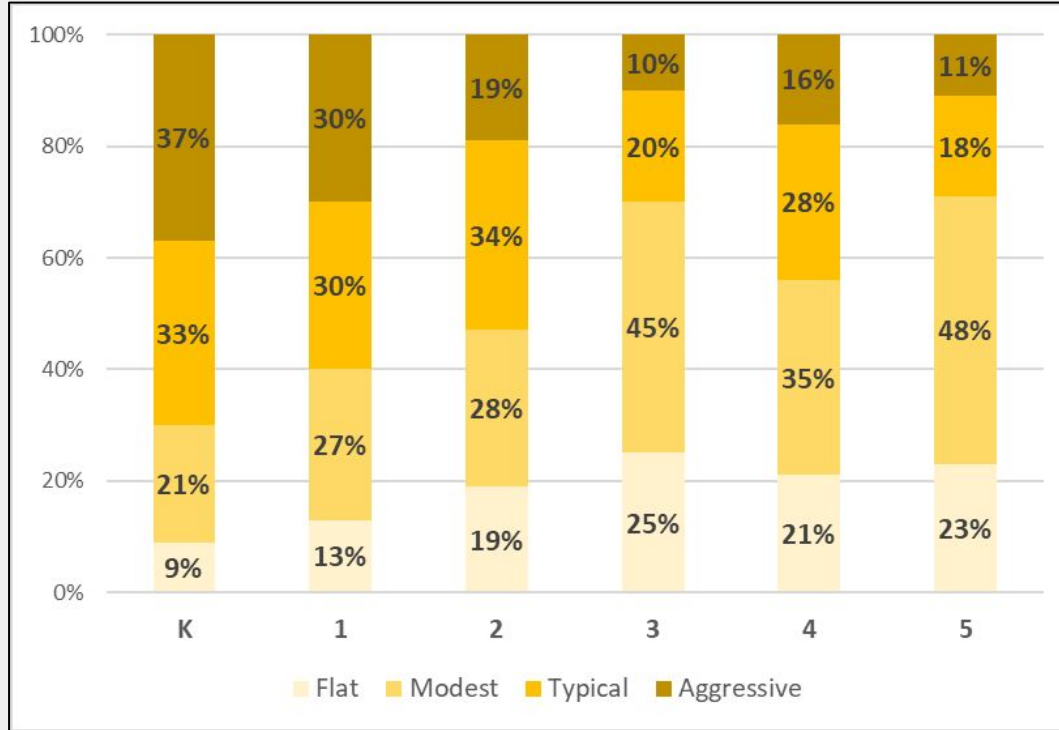
Grade level data is shown over four years (not following a cohort).

\*No data from spring 2020 due to COVID-19



# Data Review: Highland

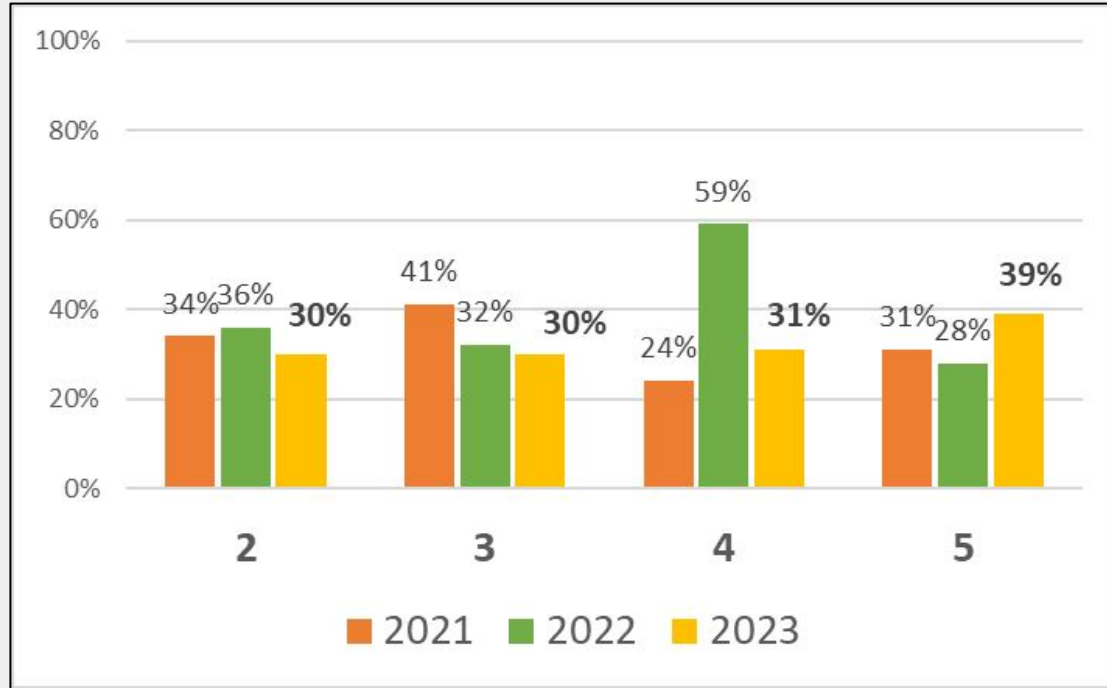
2022-23 FastBridge *Literacy* Growth (Fall to Spring)



Students in grade K showed the most aggressive and typical growth (70%) followed by students in grade I (60%)

# Data Review: Highland

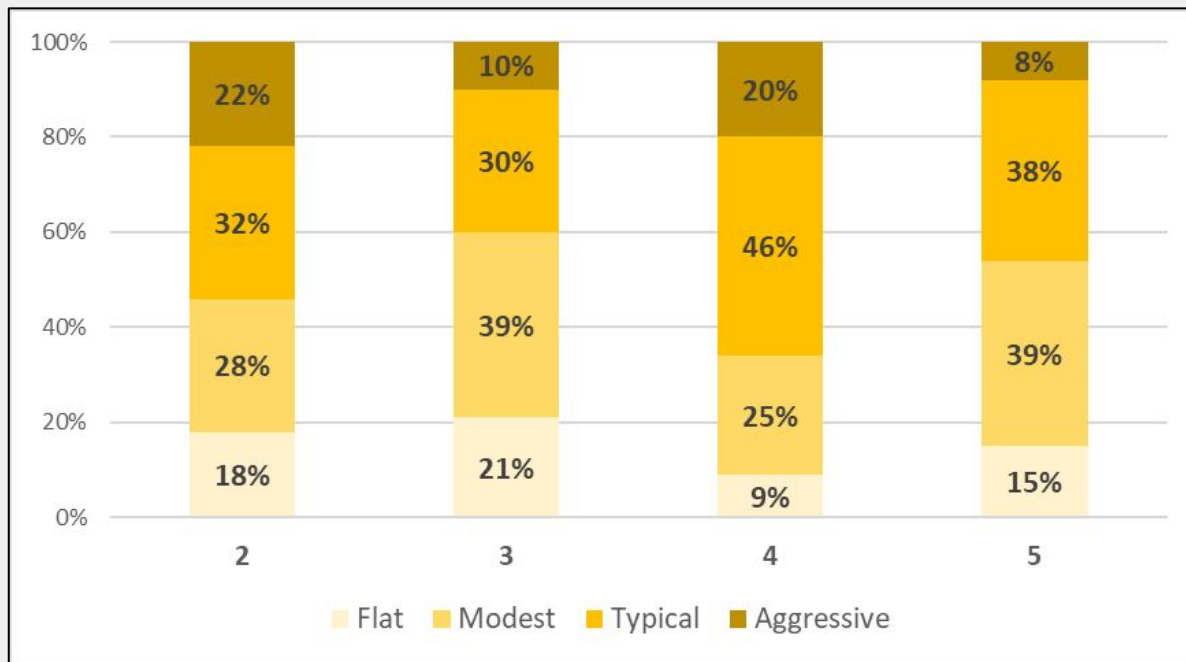
## Spring FastBridge *Math* Proficiency



Grade level data is shown over three years (not following a cohort).

# Data Review: Highland

2022-23 FastBridge *Math* Growth (Fall to Spring)




Students in grade 4 showed the most aggressive and typical growth (66%) followed by students in grade 2 (54%)



# Comprehensive Needs Assessment


**Successes:** After reviewing the data, what **successes** have been identified by the team?

- K/1 Proficiency increased
  - 5th grade made gains
  - Aggressive growth led to higher proficiency in K/1
  - 2nd grade typical/aggressive growth
  - Students working with Reading Intervention Teachers showed higher growth
  - Less students in flat growth in Math than literacy
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# Comprehensive Needs Assessment

**Prioritized Concerns:** After reviewing the data, what **concerns** were noted?

- 3rd/5th grade growth in literacy
  - 3rd-5th grade flat growth (some of it could be literacy development during COVID)
  - EL Support for students with the % of newcomers
  - 2nd Grade struggle
  - Math hasn't been a focus the last couple years
  - Math Facts
  - Teachers being out & Attendance in Grade 3
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# Root Cause Analysis

What factors contributed to higher aggressive and typical growth in some grade levels, classrooms, or student groups?

- Lower scores could be due to
  - COVID-foundational skills
  - Attendance
  - Lack of support staff (Reading Intervention, EL)
  - Lack of substitute teachers
  - Newer staff-takes time to learn
- LETRS/Science of Reading training had a positive impact



**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

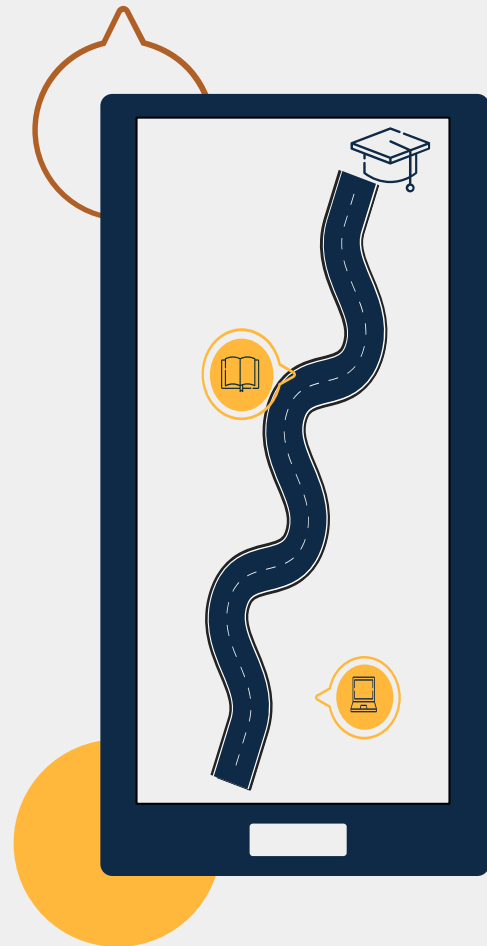
Enhance the structured literacy instructional framework in all schools by providing strong grade level Tier 1 instruction and amplifying Tier 2 and 3 support.

- ★ 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	<p>Work with Regional Centers of Excellence to align standards, review vertical progressions, and build common learning targets aligned to each benchmark.</p> <p>Align standards to district-provided ELA resources, ensuring horizontal and vertical alignment and revising scope and sequence as needed.</p> <p>Implement Functional Phonics K-5</p>	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, over 30% of students will make aggressive growth as measured by the FastBridge screener.

By June 2024, over 40% of students will be proficient as measured by the FastBridge screener.



# Literacy School Action Plan

<b>Action Steps</b> <i>Change ideas expected to positively influence the drivers.</i>	<b>Plan</b> <i>How will action steps be carried out? Who is responsible?</i>	<b>Implementation Data to Monitor</b> <i>How and when will implementation be monitored?</i>	<b>Student Outcome Data to Monitor</b> <i>How and when will student outcomes be monitored?</i>
Functional Phonics	45 minutes of Functional Phonics daily in all classes Training provided to teachers	PLCs	End of unit assessments Fastbridge screener PLC cycle data
90 minute literacy block	All classes have a 90 minute literacy block in the schedule	Walkthroughs PLC check in K-2 Scope and Sequence	Fastbridge screeners PLC cycle data
K-2 Scope and Sequence	K-2 will follow the new scope and sequence for comprehension	Walkthroughs PLC check in Collaborative time on inservice days	Fastbridge screeners PLC cycle data

## Strategy 2: Math Instruction

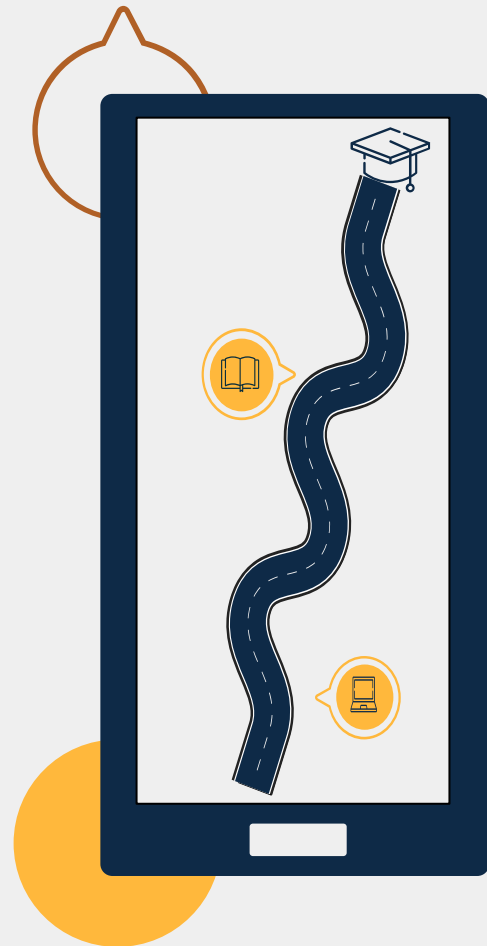
Provide strong grade level Tier 1 math instruction.

- ★ 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
SpringMath K-5	SpringMath will be implemented K-5 to support building foundational skills.	SpringMath implementation data (dashboard)	FastBridge Screener Grades K-9  SpringMath student data



# Math School Goal

By June 2024, 25% of students will make aggressive growth as measured by FastBridge.

By June 2024, 40% of students will be proficient as measured by FastBridge.



# Math School Action Plan


<b>Action Steps</b> <i>Change ideas expected to positively influence the drivers.</i>	<b>Plan</b> <i>How will action steps be carried out? Who is responsible?</i>	<b>Implementation Data to Monitor</b> <i>How and when will implementation be monitored?</i>	<b>Student Outcome Data to Monitor</b> <i>How and when will student outcomes be monitored?</i>
SpringMath	K-5 does SpringMath daily	PLCs SpringMath dashboard Jolly Ranchers for passing a skill	Weekly assessments
Full 60 minutes of math	60 minutes in every class on the schedule Using Math in Focus	PLCs Walkthroughs	End of unit assessments PLC cycle days Fastbridge screener data
EL- vocabulary of math	EL help support vocabulary of math PD for staff on vocabulary of math with EL teachers Language objectives in addition to content objectives	PLCs Staff meeting PD	Fastbridge screener data





## Strategy 3: PLCs

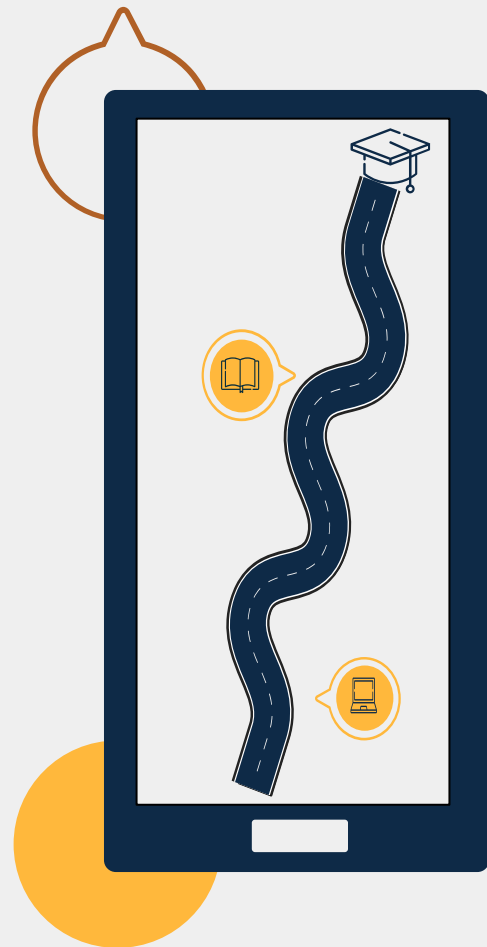
Strengthen PLCs to improve and align Tier I instruction and provide strategies for Tier 2 and 3 support.

- ★ Fully implement Professional Learning Communities (PLCs) using the Strategy Implementation Guide (SIG).
  - ★ Provide opportunities for PLCs to meet vertically.
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# 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, Teams will meet their self-identified PLC cycle goals in 75% of PLC cycles during the 2023-2024 school year.



# PLC School Action Plan

<b>Action Steps</b> <i>Change ideas expected to positively influence the drivers.</i>	<b>Plan</b> <i>How will action steps be carried out? Who is responsible?</i>	<b>Implementation Data to Monitor</b> <i>How and when will implementation be monitored?</i>	<b>Student Outcome Data to Monitor</b> <i>How and when will student outcomes be monitored?</i>
PLC data tracking sheet	Carolyn will keep track of PLC data for each cycle for each grade level	End of each PLC cycle	PLC cycle data
Michele & Carolyn check ins	Michele & Carolyn will meet weekly and review PLC data	Weekly meetings	PLC cycle data PLC data tracking sheet



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



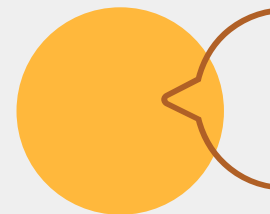


# Data Review: Highland

## *Spring 2023 Climate Survey Results*

### 2023 Survey Participation Rates

Survey	Participating Population	Participation Rate
Student	Grades 4 & 5	81 Students
Family	All Highland Families	50 Families



# Data Review: Highland



## Spring 2023 Climate Survey Results: *Student Summary*



**81%**

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



**52%**

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



**72%**

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



**78%**

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



# Data Review: Highland



## Spring 2023 Climate Survey Results: *Student Summary*



**63%**

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



**73%**

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



**78%**

Percent of students who agree or strongly agree that they feel good about their future



**58%**

Percent of students who express their feelings appropriately very often or almost always

# Data Review: Highland



## Spring 2023 Climate Survey Results: *Family Summary*



83%

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



93%

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



67%

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



83%

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

# Data Review: Highland



## Spring 2023 Climate Survey Results: *Family Summary*



76%

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

88%

Percent of families who indicated that adults at Highland care about their **student's social-emotional well-being**



83%

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

96%

Percent of families who attended **one or more events at Highland** during the 2022-23 year




# Supporting a Strong Partnership with Families

Staff and Schools...	Events Continuing from Previous Years	New Opportunities
Honor and recognize families' funds of knowledge	EL Family Night Conferences REACH/ Parent Academy	Classes to bring in culture (ex. Ecuadorian dancing)
Connect family engagement to student learning/development	Conferences Book Bash Spring Picnic Turkey Bingo EL Family Night at the CH Library	Motheread/Fatheread Family Math Math fact practice at home (give fact cards at conferences) Alphabet sets & alphabet arc to send home with PreK and K Families that need them Send home videos
Engage families as co-creators		Contact with every parent by end of October Math fact practice at home
Create a welcoming culture	Open House Conferences	Contact with every parent by end of October
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?**

- Two-way connections by October 30
  - Survey students
  - Reaching out to families for students below grade level
  - Conferences
- 

**Thank  
You!**

