



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: **North Park School for Innovation**

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. The focus on the Science of Reading will be supported with Title funding through resources and support. Family engagement will focus on supporting families with engaging with each other and continued learning about the STEM/Sustainability programming.

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: Jeff Cacek

Email: cacekj@colheights.k12.mn.us

School Principal's Signature: Jeff Cacek

Digitally signed by Jeff Cacek
Date: 2023.08.16 11:29:33 -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

North Park School for Innovation 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

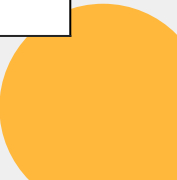
**Introductions, Data Review,
Needs Assessment,
Root Cause Analysis**



Title Plan Development Team



Students	None
Families	Alex Evens Madina Mohamed
School Staff	Ted Ngeh Jen Hauswirth
District Staff	Disa Fabeck
Administration	Jeff Cacek



Data Review

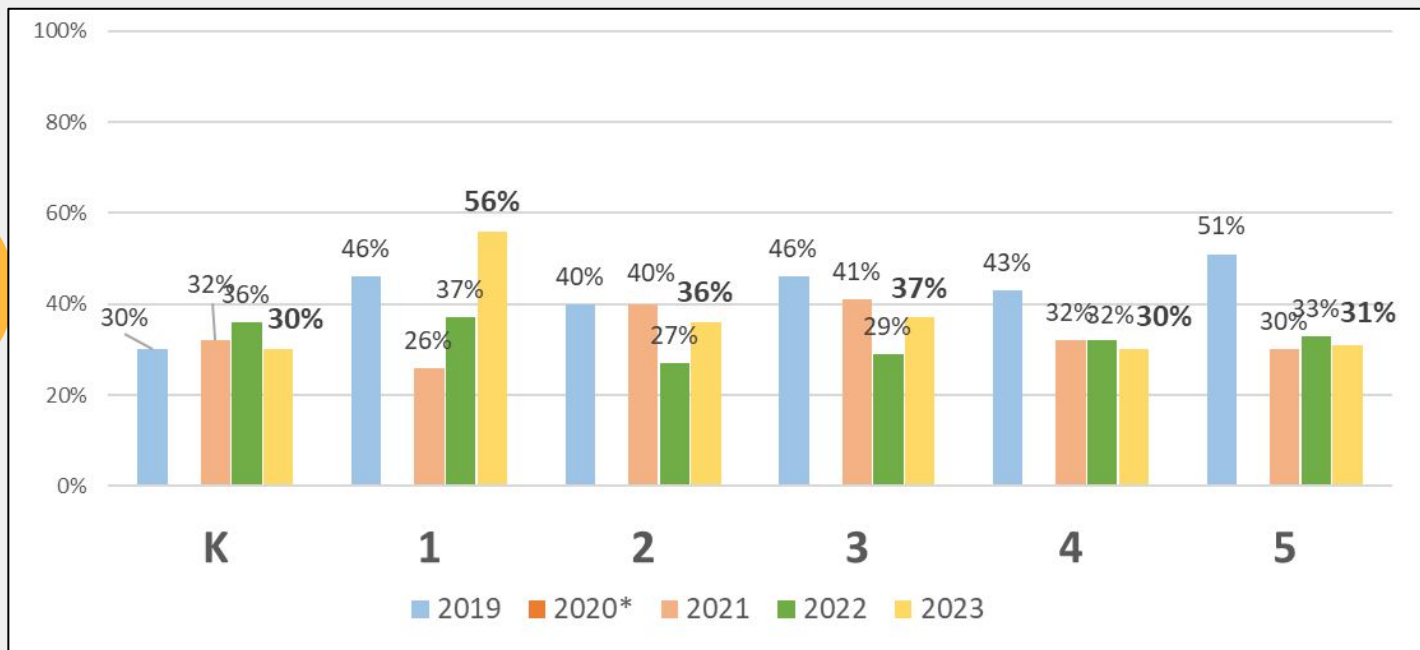
Review School Data to look for:

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



Data Review: NPSfI

Spring FastBridge *Literacy* Proficiency

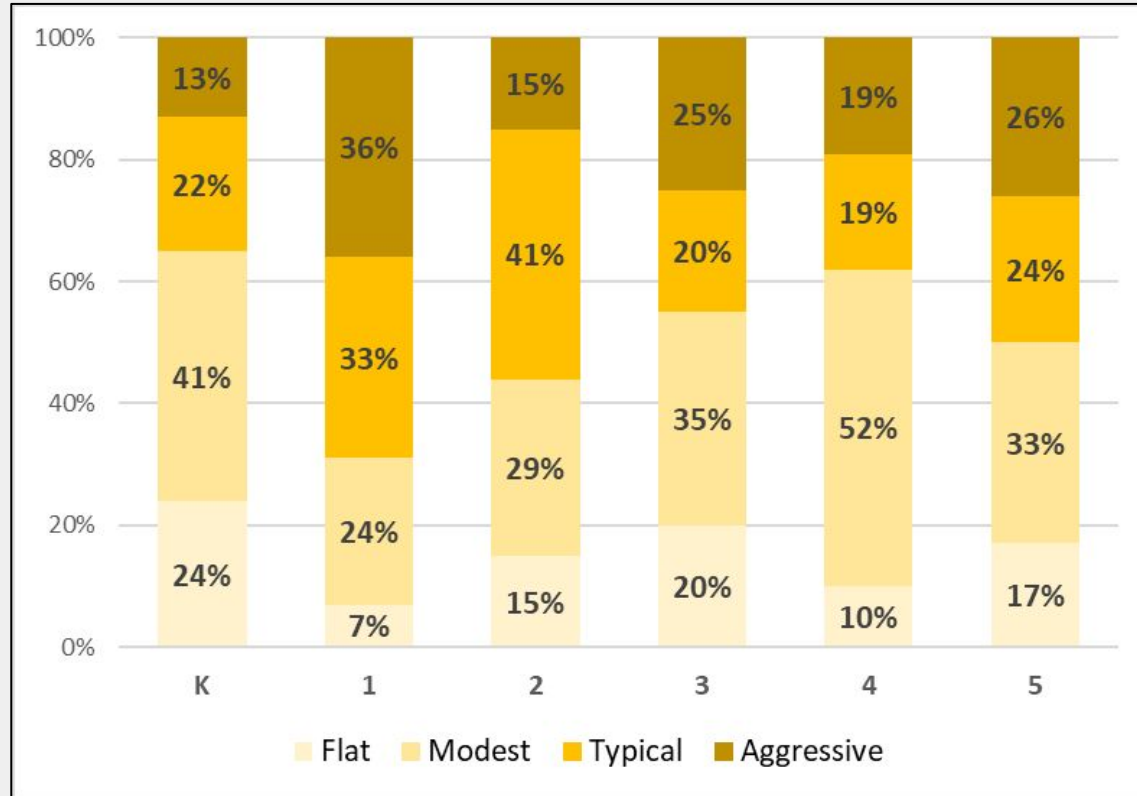


Grade level data is shown over four years (not following a cohort).

*No data from spring 2020 due to COVID-19

Data Review: NPSfI

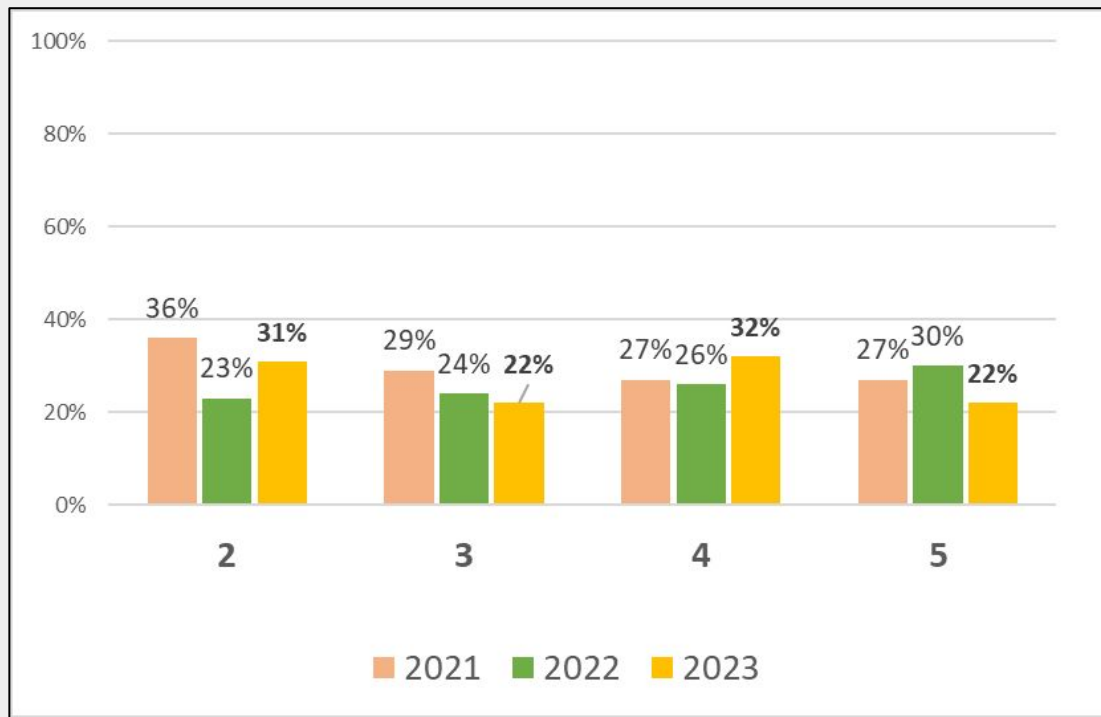
2022-23 FastBridge *Literacy* Growth (Fall to Spring)



Students in grade 1 showed the most aggressive and typical growth (69%) followed by students in grade 2 (56%)

Data Review: NPSfI

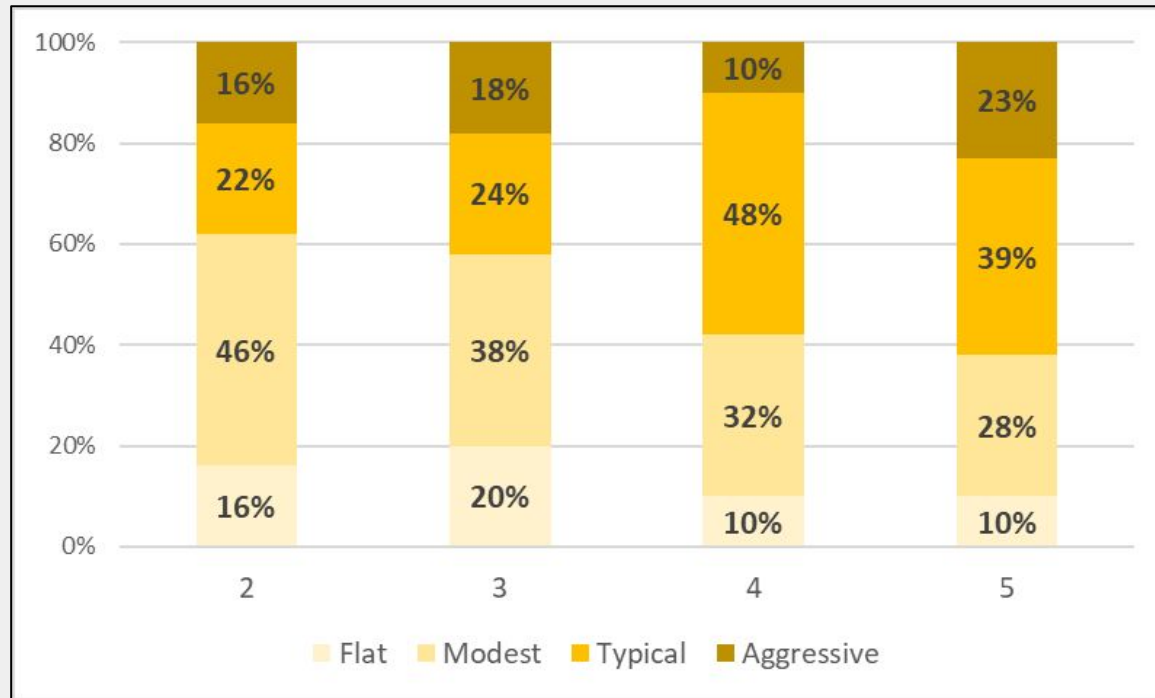
Spring FastBridge *Math* Proficiency



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

Data Review: NPSfi

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




Students in grade 5 showed the most aggressive and typical growth (62%) followed by students in grade 4 (58%)



Comprehensive Needs Assessment


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

- Use of Modern Classroom Project for Math
 - First grade using curriculum with fidelity in literacy - Wonders
 - First grade sending work home - reading logs
 - Significant growth in reading for 1st grade and Math in 4th and 5th grades.
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- 



Comprehensive Needs Assessment


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

- Low proficiency in Math and Literacy throughout all the grades.
 - Handwriting practice
 - Using science of reading to create a more effective instructional practice in literacy.
 - Need of using Functional Phonics across all grade levels.
 - Sending extra work home for students to have extended practice of the learned skill - Madina is willing to help with printing and supporting teachers (Once a week - Fridays).
 - Meeting the needs of newcomer EL students
- 



Root Cause Analysis

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

- Modern Classroom Project (4th and 5th grade)
 - Following curriculum with fidelity (1st grade)
 - Sending work home - Reading logs (1st grade)
- 



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

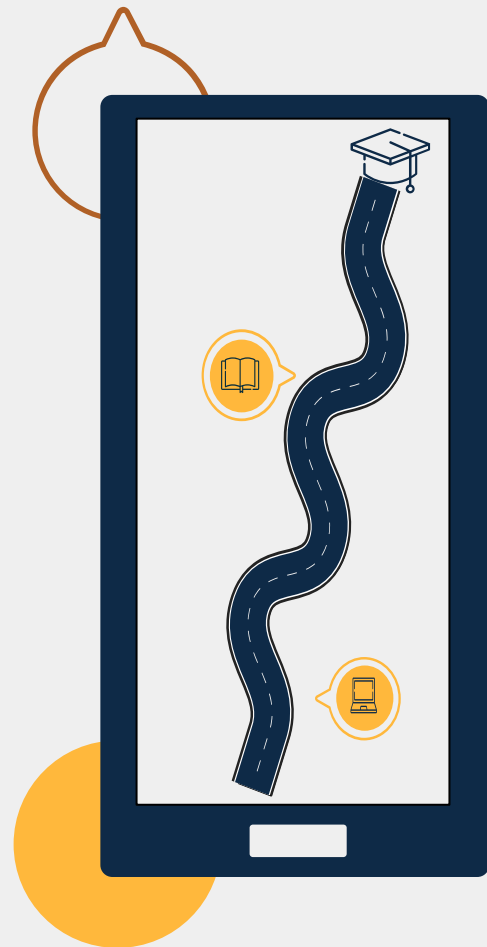
Enhance the structured literacy instructional framework in all schools by providing strong grade level Tier 1 instruction and amplifying Tier 2 and 3 support.

- ★ 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	<p>Provide professional development to staff to support Tier 1 instruction during district in-service days.</p>	Attendance Surveys/Reflections Collaborative Time	FastBridge Screener Grades K-10



Literacy School Goal

45% or more students will be proficient in literacy as measured by the spring earlyReading and aReading FastBridge assessments.

30% or more students will have *aggressive* growth in literacy as measured by the spring earlyReading and aReading FastBridge assessments.



Literacy Driver Diagram

Aim Statement

45% or more students will be proficient in literacy as measured by the spring earlyReading and aReading FastBridge assessments.

30% or more students will have *aggressive* growth in literacy as measured by the spring earlyReading and aReading FastBridge assessments.

Primary Drivers

The big topics/areas that need to be addressed in order to achieve the aim.

Phonics

Fidelity to curriculum.

Structured literacy

Improve writing instruction

Secondary Drivers

What needs to be in place to influence the Primary Drivers?

PD in Functional Phonics and the science of reading

Alignment of standards to curriculum, following the curriculum scope and sequence

Professional development in structured literacy

.PD in The Writing Revolution

Change Ideas

Ideas you'd like to test, that are expected to help achieve the aim.

.Use Functional Phonics daily

Focus on this in PLCs

Implement structured literacy in every classroom

Use TWR strategies and activities in PLTW/STEM

Literacy School Action Plan

Action Steps <i>Change ideas expected to positively influence the drivers.</i>	Plan <i>How will action steps be carried out? Who is responsible?</i>	Implementation Data to Monitor <i>How and when will implementation be monitored?</i>	Student Outcome Data to Monitor <i>How and when will student outcomes be monitored?</i>
Use Functional Phonics daily	PD will be provided in August by TL	Regular observation and support during PLCs	FastBridge (3x/year) FP assessments CBMs - biweekly
Focus on Tier 1 instruction and curriculum in PLCs	Weekly PLCs run by grade level teams and supported by admin and coach	PLC notes	FastBridge (3x/year) FP assessments CBMs - biweekly
Implement structured literacy in every classroom	PD in the Science of Reading and regular reflection with grade level colleagues	Collaborative work sessions on district in-service days	FastBridge (3x/year) FP assessments CBMs - biweekly
Use TWR strategies and activities in PLTW/STEM	Implement TWR during STEM block	Collaborative discussions during TWR staff meeting PD	Student work samples shared

Strategy 2: Math Instruction

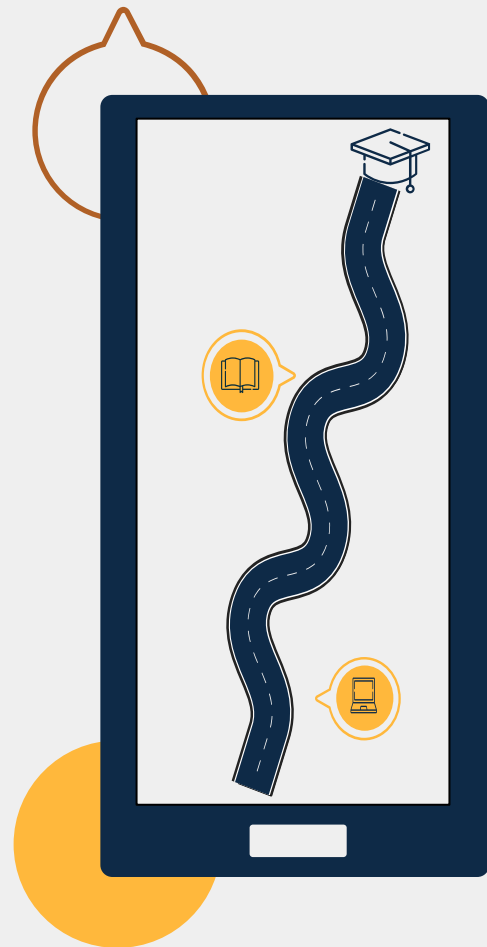
Provide strong grade level Tier 1 math instruction.

- ★ 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

36% or more students will be proficient in math as measured by the spring aMath FastBridge assessments.

30% or more students will have *aggressive* growth in math as measured by the spring aMath FastBridge assessments.



Math Driver Diagram

Aim Statement

36% or more students will be proficient in math as measured by the spring aMath FastBridge assessments.

30% or more students will have *aggressive* growth in math as measured by the spring aMath FastBridge assessments.

Primary Drivers

The big topics/areas that need to be addressed in order to achieve the aim.

Improve math facts fluency.

Continue and build MCP instructional model.

Use Math in Focus with fidelity.

Secondary Drivers

What needs to be in place to influence the Primary Drivers?

Daily SpringMath

Train additional teachers in MCP.

Follow the MiF scope and sequence.

Change Ideas

Ideas you'd like to test, that are expected to help achieve the aim.

Send skills practice home weekly.

Expand MCP to at least one 2nd grade classroom.

aMath implementation in K-1.


Math School Action Plan

Action Steps <i>Change ideas expected to positively influence the drivers.</i>	Plan <i>How will action steps be carried out? Who is responsible?</i>	Implementation Data to Monitor <i>How and when will implementation be monitored?</i>	Student Outcome Data to Monitor <i>How and when will student outcomes be monitored?</i>
Send SpringMath practice sheets home	Weekly by teachers and Madina	Observation and family feedback during conferences	FastBridge (3x/year) FastMath assessments
Uniform consistent expectation provided by TL and building admin	Teachers	Regular observation by admin, PLC reflection	FastBridge (3x/year) FastMath assessments
aMath assessments in K-1	PD by T&L, coach. Add testing dates to calendar.	aMath FastBridge completion	aMath FastBridge reports



Strategy 3: PLCs

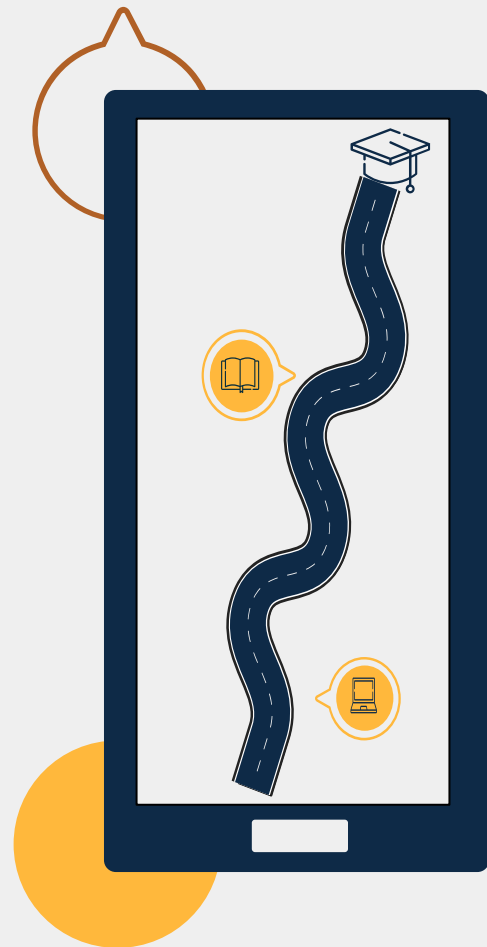
Strengthen PLCs to improve and align Tier I instruction and provide strategies for Tier 2 and 3 support.

- ★ 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, Functional Phonics PD during PLCs will result in effective implementation of explicit phonics instruction with an increase to daily for 45 minutes as measured by observation and student outcome data using FastBridge and FP assessment.



PLC Driver Diagram

Aim Statement

By June 2024, Functional Phonics PD during PLCs will result in effective implementation of explicit phonics instruction with an increase to daily for 45 minutes as measured by observation and student outcome data using FastBridge and FP assessment.

Primary Drivers

The big topics/areas that need to be addressed in order to achieve the aim.

Functional Phonics implementation.

Clarify PLC expectations.

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Secondary Drivers

What needs to be in place to influence the Primary Drivers?

PD in August and throughout the year in PLCs.

30 minutes and 30 minutes

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Change Ideas

Ideas you'd like to test, that are expected to help achieve the aim.

Implement 45 minutes of explicit phonics instruction daily.

D X LC = RC.

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PLC School Action Plan

Action Steps <i>Change ideas expected to positively influence the drivers.</i>	Plan <i>How will action steps be carried out? Who is responsible?</i>	Implementation Data to Monitor <i>How and when will implementation be monitored?</i>	Student Outcome Data to Monitor <i>How and when will student outcomes be monitored?</i>
Explicit phonics instruction for 45 minutes per day in all grade levels	PD by FP. Classroom teachers implement FP.	PLC reflection and observation	FastBridge (3x/ year) FP assessments CBMs



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



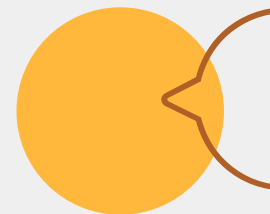


Data Review: NPSfI

Spring 2023 Climate Survey Results

2023 Survey Participation Rates

Survey	Participating Population	Participation Rate
Student	Grades 4 & 5	84 Students
Family	All NPSfI Families	69 Families



Data Review: NPSfl



Spring 2023 Climate Survey Results: *Student Summary*



85%

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



60%

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



75%

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



71%

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

Data Review: NPSfi



Spring 2023 Climate Survey Results: *Student Summary*



68%

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



83%

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



70%

Percent of students who enjoy learning about sustainability outside and in the STEM and Sustainability Lab



56%

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

Data Review: NPSfl

Spring 2023 Climate Survey Results: *Family Summary*



77%

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



94%

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



88%

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



91%

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

Data Review: NPSfl

Spring 2023 Climate Survey Results: *Family Summary*



88%

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



94%

Percent of families who are satisfied with the **STEM and sustainability learning** their student(s) is receiving at NPSfl



93%

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



88%

Percent of families who said their student(s) **look forward to going to school**

Comprehensive Needs Assessment

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

- Communication
- STEM/Sustainability
- Kids looking forward to going to school
- 75% of students say learned skills are useful

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

- Keep up with positive survey results.

Areas to focus in on this year: After reviewing the data, what are goals for Family Engagement this year?

- Growth of “Family of Color” Affinity group.
- Family engagement events that foster families engaging with one another
- Continue to grow family engagement with our STEM/ Sustainability programming

Supporting a Strong Partnership with Families

Staff and Schools...	Events Continuing from Previous Years	New Opportunities
Honor and recognize families' funds of knowledge	Multilingual Family Night "Families of Color" Affinity Group	
Connect family engagement to student learning/development	STEM Nights and Family Engineering Night	Find a way to sustain these opportunities
Engage families as co-creators	"Families of Color" Affinity Group	Develop ways for parents to help enrich the school day Develop new ways for PTO to have family involved fundraisers
Create a welcoming culture	African American Family Day Multilingual Family Night	

**Thank
You!**

