m 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: **Valley View 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 and math instruction is research-based. It will also support providing more Family Engagement 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: Jason Kuhlman

Email: kuhlmanj@colheights.k12.mn.us

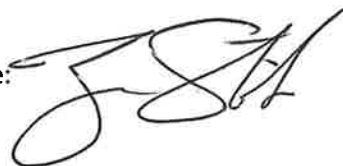School Principal's Signature:

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

Valley View Elementary 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

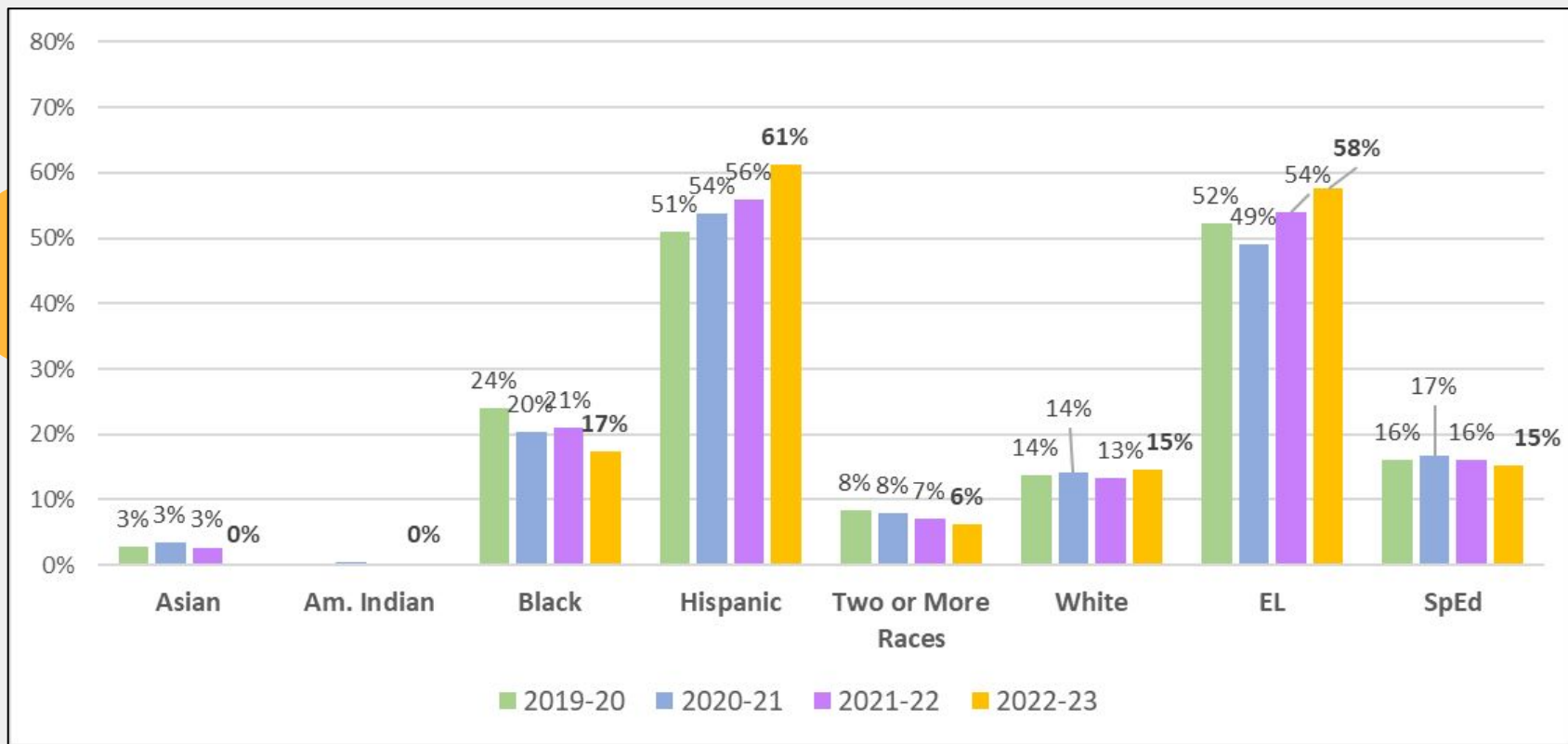|	
Families	Patricia Riera, Fanny Pallchizaca, Julie Granning
School Staff	Danielle Berg Additional staff will consult and revise during leadership.
Administration	Jason Kuhlman

Data Review

Review School Data to look for:

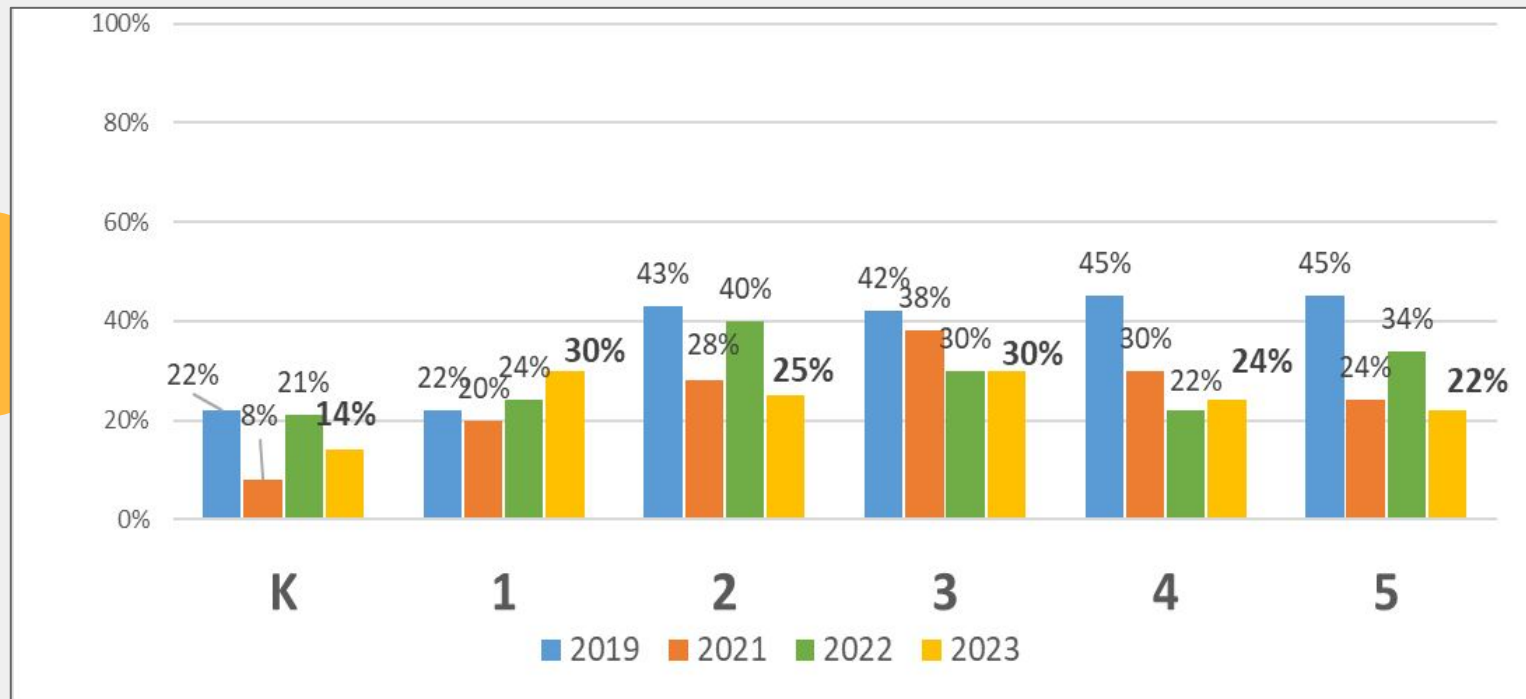- Bright Spots (Successes)
- Trends
- Areas of Growth (Needs)
- Wonderings

Data Review: Valley View
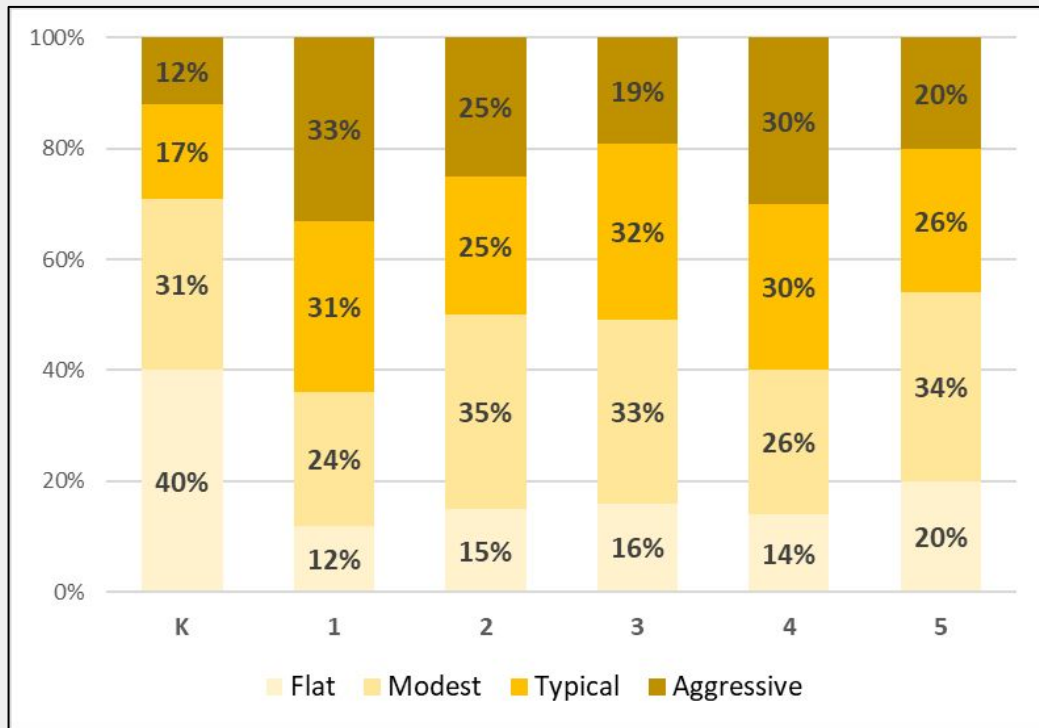
Demographics

Data Review: Valley View

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
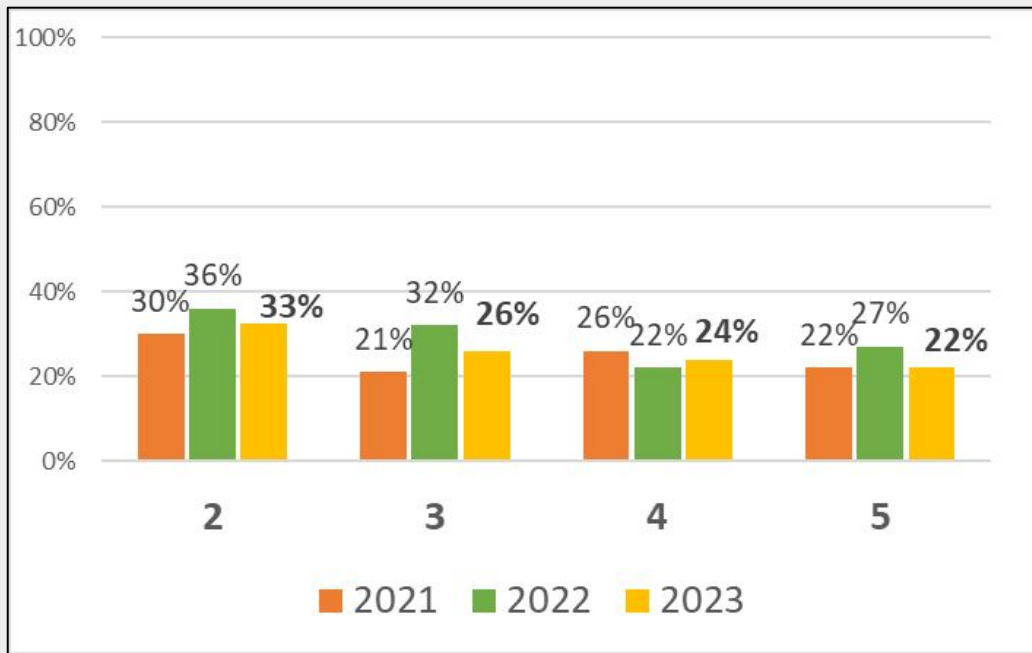
Data Review: Valley View

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

Students in grade 2 showed the most aggressive and typical growth (64%) followed by students in grade 4 (60%)
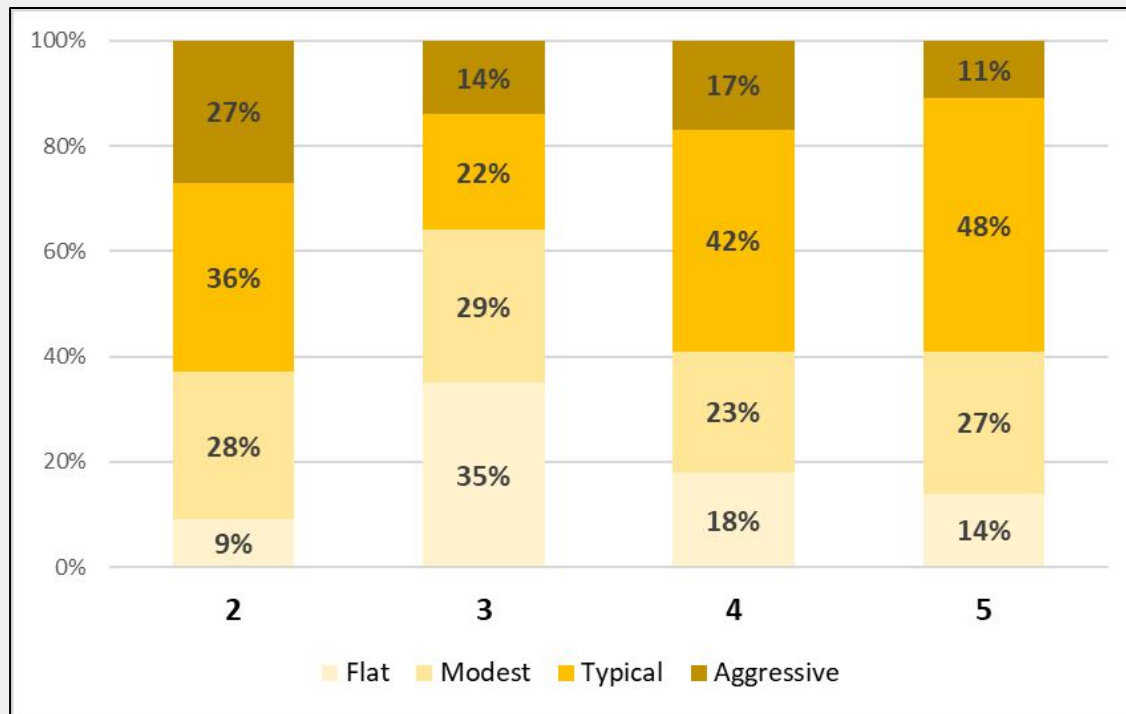
Data Review: Valley View

Spring FastBridge Math Proficiency

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

Data Review: Valley View

2022–23 FastBridge Math Growth (Fall to Spring)

Students in grade 2 showed the most aggressive and typical growth (63%) followed by students in grade 4 and 5 (both at 59%)

Comprehensive Needs Assessment

Successes: After reviewing the data, what **successes** have been identified by the team?
- Specific teams worked hard together to problem solve and move students forward.
- Math growth impressive
- 1st grade and 4th grade have increased their proficiency this past year from the previous year
- 1st and 4th grade were close to our school-wide goal of typical or aggressive growth
- More parent involvement this past year
- 4th grade increased their proficiency in math

Comprehensive Needs Assessment

Prioritized Concerns: After reviewing the data, what **concerns** were noted?
- We are seeing growth, but we need to work towards proficiency in each grade level
- Continuing student proficiency from grade level to grade level–ex: 2nd grade at 36% in 2022, but in 2023 26% in 3rd grade
- Language support for our EL students
- Kindergarten growth and proficiency should be higher because they're starting more on an even playing field and there shouldn't be as many gaps
- Social-emotional support

Root Cause Analysis

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

- COVID
- Number of EL students (new to country, specifically)-Patricia supporting Kinder and 5th, how we used our EL time in each grade level
- <u>Subbing</u>- The co-teachers typically in the room would sub in the room if the classroom teacher was out
- PLC work around grade level standards
- Deb Peterson from the U of M worked with K and 1st grade
- MTSS work with 4th grade–planning, AVID professional development, EL language objective support
- Strong safety nets in place (i.e. reading intervention, MRC, MathCorps, academic tutor, etc.)

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. Implement Functional Phonics K-5	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
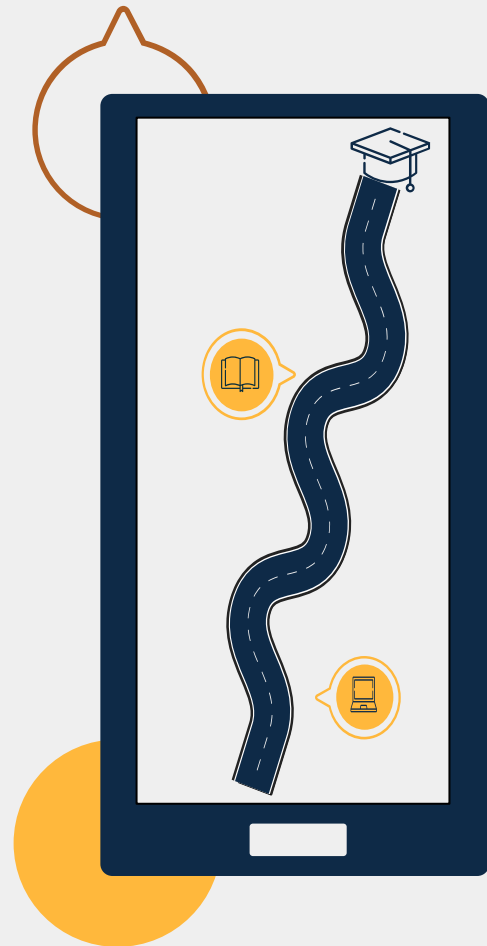
Literacy School Goal

By June 2024, 30% of our students will make aggressive growth, as measured by FastBridge literacy assessments.

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

Literacy Driver Diagram

Aim Statement	Primary Drivers	Secondary Drivers	Change Ideas
Aim Statement (goal from previous slide)	**Primary Drivers** The big topics/areas that need to be addressed in order to achieve the aim.	**Secondary Drivers** What needs to be in place to influence the Primary Drivers?	**Change Ideas** Ideas you'd like to test, that are expected to help achieve the aim.
By June 2024, 30% of our students will make aggressive growth, as measured by FastBridge literacy assessments. By June 2024, 40% of our students will be proficient in literacy as measured by FastBridge literacy assessments.	Real and relevant information	Relationships with our students- do we know what interested they have?	RC is strong in every classroom.
	Language objectives for lessons.	EL support in the classrooms	Embed language objectives into our work- kid friendly language and circle back to them.
	Sequential and explicit lessons.	Strong tier 1 instruction	Functional Phonics; whole group curriculum use.
	.	.	.

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?*
RC is strong in every classroom	-RC staff meeting 8/28 -RC Committee will lead PD E/O month and send out tips every month	-Behavior data from TTT -Student contact logs in Synergy	-Biweekly at behavior and attendance meetings
Embed language objectives into our work- kid friendly language and circle back to them.	-PLCs with SpEd and EL staff (weekly) -District collaborative days	-12 teacher expectations of CHPS -PLC data -walkthroughs in class -observations	-PLCs -ACCESS scores -FastBridge data -Grading document (pre/post)
Functional Phonics; whole group curriculum used	-FP training -coaches modeling -time block in the schedule	-12 teacher expectations of CHPS -PLC data -walkthroughs in class -observations	-PLCs -ACCESS scores -FastBridge data -Grading document (pre/post) -FP weekly 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
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 |
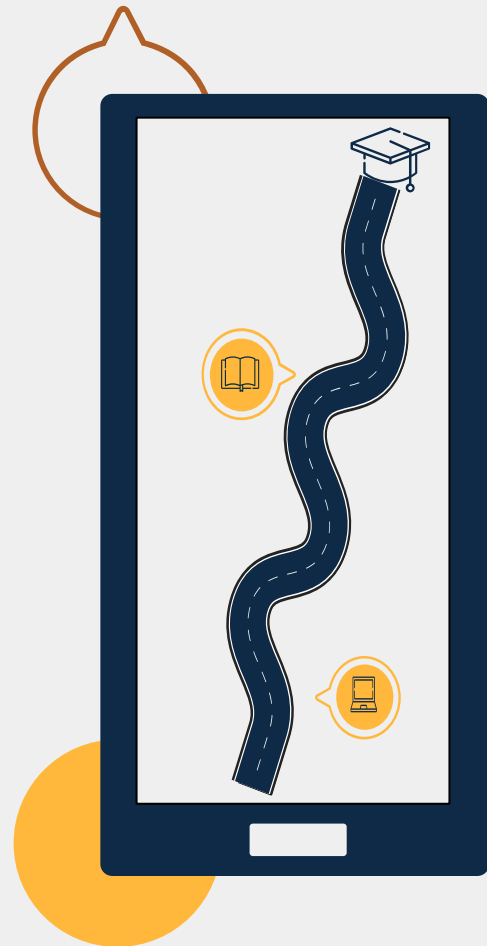
Math School Goal

By June 2024, 25% of students K-5 will make aggressive growth as measured by the aMath assessment.

By June 2024, 40% of K-5 students will be proficient in math as measured by the aMath assessment.

Math Driver Diagram

Primary Drivers The big topics/areas that need to be addressed in order to achieve the aim.	**Secondary Drivers** What needs to be in place to influence the Primary Drivers?	**Change Ideas** Ideas you'd like to test, that are expected to help achieve the aim.
Real and relevant information	How do we bring math into our everyday lived experiences?	Word problems
Language objectives	Help the students understand there are multiple ways to solve a problem.	Embed language objectives into our work- kid friendly language and circle back to them.
Basic computation skills	SpringMath and involve parents	Strong partner accountability talk during SpringMath
Rigor in math	Strong tier 1 instruction of grade level content	

Aim Statement
(goal from previous slide)

By June 2024, 25% of students K-5 will make aggressive growth as measured by the aMath assessment.

By June 2024, 40% of K-5 students will be proficient in math as measured by the aMath assessment.

Math 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?*
Word problems & culturally relevant experiences	-MIF workbooks -Utilize the curriculum -PLC rubrics	-PLCs -Grading document	-FastBridge data -PLCs -Grading document (pre/post)
Embed language objectives into our work- kid friendly language and circle back to them.	-PLCs with SpEd and EL staff (weekly) -Team meetings	-12 teacher expectations of CHPS -PLC data -walkthroughs in class -observations	-PLCs -ACCESS scores -FastBridge data -Grading document (pre/post)
Strong partner accountability talk during SpringMath	-SpringMath refresher in Sept. -Sentence stems -Fidelity checks	-Peer observations -fidelity check	-progression through the skills -aMath -PLC data -Grading doc

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
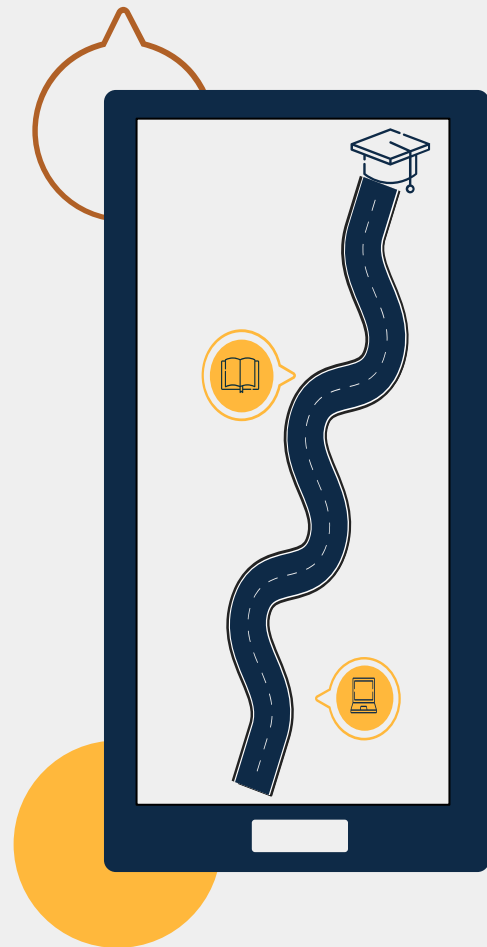
PLC School Goal

By June 2024, 100% of PLC teams will utilize a rubric at least two times during the year, as measured by the PLC spreadsheets.

PLC Driver Diagram

Aim Statement
(goal from previous slide)

By June 2024, 100% of PLC teams will utilize a rubric at least two times during the year, as measured by the PLC spreadsheets.

Primary Drivers The big topics/areas that need to be addressed in order to achieve the aim.	**Secondary Drivers** What needs to be in place to influence the Primary Drivers?	**Change Ideas** Ideas you'd like to test, that are expected to help achieve the aim.
-Choosing a math or writing goal throughout the year.	-Weekly PLCs.	-Vertical alignment -PD on rubrics- look like, how to use them, etc.
-Working with the team to determine what each level looks like (proficiency).	- Weekly PLCs -Working with SpEd and EL staff -Common scoring -PD	-Vertical alignment -PLC -Adding language objectives -Practical application of skill
-Scaffolding and instruction to support each level.	Manipulatives -PLC work time -MRC tutor schedules, support staff schedules -PD	-Vertical alignment -EL/SpEd input during PLC time -strong interventions to support kids that are behind -conferring
-Transparency between students, parents, and teachers.	-data sheets and rubrics available for families -clear and honest communication with parents.	-Vertical alignment -Conference and report card conversations around student achievement (providing concrete examples)

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?*
Vertical Alignment	-PLC discussion -Building/grading days to talk vertically	-Data days -PLCs	-Data days -PLCs -FastBridge days
Rubrics	-PLCs	-PLC celebrations at staff meetings -Data days	-Fastbridge data -conference data sheets -PLCs

03

Family Engagement
2023–2024

Climate Survey Data Review

Review Student and Family Data to look for:

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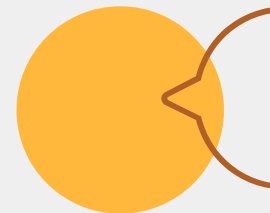- Areas of Growth (Needs)
- Wonderings

Data Review: Valley View

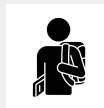## Spring 2023 Climate Survey Results

2023 Survey Participation Rates

Survey	Participating Population	Participation Rate
Student	Grades 4 & 5	163 Students
Family	All Valley View Families	160 Families

Data Review: Valley View

Spring 2023 Climate Survey Results: *Student Summary*

87% Percent of students who always or almost always **care about doing well in school**

58% Percent of students who strongly agree or agree that **school rules are fair**

80% 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: Valley View

Spring 2023 Climate Survey Results: *Student Summary*

72% Percent of students who agree or strongly agree that they **feel safe** at school

75% Percent of students who **feel good about themselves** very often or almost always

42% Percent of students who, on average, reported using social media for **3 or more hours per day**

54% Percent of students who **express their feelings appropriately** very often or almost always

Data Review: Valley View

Spring 2023 Climate Survey Results: Family Summary

85% — Percent of families who agree that **school/ program rules are fair**

97% — Percent of families who agree that **communication is easily accessible** by school/program

91% — Percent of families who agree that their student feels **physically safe** within the program/ school (classroom, hallways, bathrooms, etc.)

92% — Percent of families who agree that **teachers provide useful feedback** to support learning

Data Review: Valley View

Spring 2023 Climate Survey Results: Family Summary

88% — Percent of families who agree that adults help students think about **how to handle difficult situations**

45% — Percent of families who indicated that **10 minutes or less** of homework each night is appropriate

90% — Percent of families who agree that the school/program teaches students how to **express emotions in constructive ways**

3% — Percent of families who said their student(s) **spend 3 or more hours** on social media daily

Comprehensive Needs Assessment

Successes: After reviewing the data, what successes have been identified by the team?
- Families are comfortable and feel safe with sending students to VV
- Students are feeling supported

Prioritized Concerns: After reviewing the data, what concerns were noted?
- Disconnect between parents and students of social media use
- Homework- how to engage students in practicing skills they have learned at school

Areas to focus in on this year: After reviewing the data, what are goals for Family Engagement this year?
- 54% Percent of students who **express their feelings appropriately** very often or almost always–how to support the other 46%
- Engage parents in working with students on skills they've learned at school through homework

Supporting a Strong Partnership with Families

Staff and Schools...	Events Continuing from Previous Years	New Opportunities
Honor and recognize families' funds of knowledge	Culture Night	How do we grow culture night? Incorporate more of students' cultures–i.e. Dancing, cultural clothes
Connect family engagement to student learning/development	Family Morning Meetings	Family academic games to play at home Affinity groups
Engage families as co-creators		Elder Wisdom- parents coming into the classroom; read a story, play with the students, etc. (MM or end of day)
Create a welcoming culture		How do we get parents out and involved with others within the school? Parent Night Out New PTO times (E/O month after Parent Academy)

Strategies to Reach Each and Every Family

What strategies will you try this school year to reach each and every family at your school?
- Parent night out- can provide a place for children to be at school during this time
- New PTO meeting times
- Parent volunteers in the classroom- read a story to the class during morning meeting or closing circle
- Affinity groups
- Building on Cultural Night

Thank You!