



## Title I, Part A School Site Plan Summary—Schoolwide Plan

Title I, Part A provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. **Schoolwide Programs (SWP)** use Title I, Part A funds as part of a comprehensive school improvement effort to elevate the entire educational program of a Title I, Part A funded School. The Elementary and Secondary Education Act (ESEA) describes the requirements in section 1114.

This document serves as the school's summary of the Schoolwide Plan and confirmation that all required Schoolwide elements are in place. This document is added to the school district's or charter school's ESEA Consolidated Application in the Minnesota Education Grants System (MEGS). **This is not the school's actual Schoolwide Plan, which should be made available upon request.**

### Local Educational Agency (LEA) and School Identification

LEA Name: Columbia Heights Public Schools LEA 4-Digit Number: 0013  
School Name: Highland Elementary School year to which this plan applies: 25-26

### Eligibility to operate a Title I, Part A 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 were identified as low-income
- requested and received a state waiver of the 40 percent requirement

### School/Site Leader Certification

The signatory affirms 1) they are the school leader responsible for the development, implementation, and evaluation of the Schoolwide Plan that is summarized in this document, and 2) they can produce upon request documentation to support the information included in this summary.

Printed Name Michele Janke Signature Michele Janke  
(print and sign or open file in Adobe to sign electronically)

### LEA Leader Certification

The signatory affirms 1) the school leader completed/reviewed and signed this Schoolwide Plan Summary, and 2) this Schoolwide Plan Summary accurately reflects the school improvement plan that is supported by the LEA.

Printed Name Zena Stenvik Signature Zena Stenvik 6/18/25  
(print and sign or open file in Adobe to sign electronically)



4. Describe the plan to evaluate the Schoolwide Plan. Include the data to be collected and how the effectiveness of the plan will be determined. [no more than 1000 characters]

5. List the specific activities and expenditures that are part of the Schoolwide Plan described above that are paid for using Title I, Part A funding. To be an allowable use of Title I, Part A funds, expenditures must be clearly related to the work identified in the Schoolwide Plan as summarized above. NOTE: adding expenditures here is not sufficient to have the expense be considered part of the approved budget. [limit 1000 characters]

## Confirmation of Compliance with Title I, Part A Schoolwide Requirements

The school leader signatory on page one also certifies the following required components are included in the full Schoolwide Plan for the school or site and will be made available for review upon request. Initial affirmation of each item. Print and initial or open file in Adobe to sign electronically.

**The Schoolwide Plan includes robust stakeholder engagement. It both**



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

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

**The Schoolwide Plan includes specific, evidence-based school improvement strategies. It both**



- a. identifies up to three evidence-based strategies for school improvement; and
- b. describes how the strategies:
  1. strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and
  2. address the needs of all students in the school and particularly the needs of students at risk of not meeting academic standards.

**The Schoolwide Plan includes a specific implementation plan. It identifies**



- a. the sequence of action steps and, for each action,
  1. the staff responsible,
  2. the resources needed, and
  3. the anticipated timeframe to implement each strategy.

**The Schoolwide Plan includes an annual evaluation plan. It both**



- 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.

**The Schoolwide Plan includes a communication plan. It identifies**



- a. how the plan will be communicated and made available to school staff who will carry out the plan,
- b. how the plan will be communicated with families being served and other stakeholders in a format and language that is easier understood by the intended audience. This may include translation or interpretation plans, as appropriate.

## Schoolwide Plan Template

A Schoolwide program is a comprehensive school improvement effort designed to elevate the entire educational program of a Title I school. The Schoolwide program option is based on the premise that comprehensive reform strategies — rather than separate, add-on services — are most effective in raising the achievement level of students most at risk of not meeting academic standards. Multiple resources including Title I funds are used to strengthen the academic program in the school for all students and accelerate the progress of students who would otherwise be eligible for Title I Targeted Assistance services.

This document identifies the requirements to operate as a Title I schoolwide program.

**School Name:** \_\_\_\_\_

Principal Name: \_\_\_\_\_

Principal Phone and Email Address: \_\_\_\_\_

Plan Contact (if different from principal): \_\_\_\_\_

Contact Phone and Email Address: \_\_\_\_\_

**District/Charter Name and Number:** \_\_\_\_\_

Title I Coordinator Name: \_\_\_\_\_

Title I Coordinator Phone and Email Address: \_\_\_\_\_

Superintendent/Director Name: \_\_\_\_\_

**How will the strategies and staff action specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students at risk of not meeting standards?** [Limit response to 100 words or 600 characters.]

**As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services?** [Limit response to 100 words or 600 characters.]

## Stakeholder Engagement

Identify family members, staff representation of all school groups, grade level representatives, curriculum specialists, and stakeholders such as board members and community members, involved in guiding the process for the comprehensive needs assessment or annual evaluation, the development or revision of the plan, and its implementation. Maintain supporting documentation such as meeting agendas, sign-in sheets, meeting minutes or notes which include the questions asked for input and decisions made.

Team Member Name	Role
	Principal
	Teacher – Classroom
	Teacher – Academic Intervention
	Special Education Representative
	Multilingual (EL) Learning Representative
	Parent/Family of student at risk of not meeting standards
	Member of community being served
	Family/Cultural Liaison
	Social Worker/Counselor
	Behavior Specialist
	Assessment/Data Coordinator
	Instructional Paraprofessional

**How are stakeholders involved in the evaluation, planning and implementation process?** [Limit response to 50 words or 300 characters.]

## Comprehensive Needs Assessment or Annual Evaluation Summary

Identify the data sources used for each of the five different types of data:

1. Student Academic Data: \_\_\_\_\_
2. Student Non-Academic Data: \_\_\_\_\_
3. Perception Data: \_\_\_\_\_
4. Program, Process, Policy Data: \_\_\_\_\_
5. Fidelity Data: \_\_\_\_\_

What successes were identified?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What **Area(s) of Greatest Need** were identified?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## School Improvement Strategy #1

**Area of Greatest Need** – What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

**Strategy** selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

If using an **evidence-based strategy**, identify the specific source indicating the strategy's likely effect on improved outcomes:

- The strategy is based on [Choose one of the options to indicate the level of evidence]:
  - \_\_\_ strong evidence from an experimental study
  - \_\_\_ moderate evidence from a quasi-experimental study
  - \_\_\_ promising evidence from a correlational study
  - \_\_\_ a rationale using high-quality research findings or a positive evaluation

**School Match** – Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

**SMART Goal** – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

## Implementation Plan for Strategy #1

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved

## Annual Evaluation for Strategy #1

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended
  
- progress toward achieving the SMART goal of improved outcomes

## School Improvement Strategy #2

**Area of Greatest Need** – What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

**Strategy** selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

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  - \_\_\_ promising evidence from a correlational study
  - \_\_\_ a rationale using high-quality research findings or a positive evaluation

**School Match** – Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

**SMART Goal** – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

## Implementation Plan for Strategy #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved

## Annual Evaluation for Strategy #2

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended
  
- progress toward achieving the SMART goal of improved outcomes

### School Improvement Strategy #3

**Area of Greatest Need** – What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

**Strategy** selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

If using an **evidence-based strategy**, identify the specific source indicating the strategy's likely effect on improved outcomes:

- The strategy is based on [Choose one of the options to indicate the level of evidence]:
  - \_\_\_ strong evidence from an experimental study
  - \_\_\_ moderate evidence from a quasi-experimental study
  - \_\_\_ promising evidence from a correlational study
  - \_\_\_ a rationale using high-quality research findings or a positive evaluation

**School Match** – Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

**SMART Goal** – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

### Implementation Plan for Strategy #3

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved

### Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended
  
- progress toward achieving the SMART goal of improved outcomes

**Budget** – How is the school using Title I funds and any other funds to improve the school program and student outcomes?

Strategy #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed budget amount	Other funding source(s) proposed budget amount

**Communication Plan**

Complete the chart below to list how the plan will be communicated to staff, families of students, school board, and community members in a format and language that families can understand?

When will the communication take place	What is the message	Who is the audience	How will it be communicated