



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: Columbia Heights High School School year to which this plan applies: 26-27

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

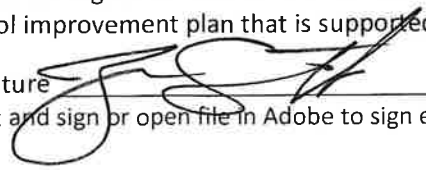
School/Site Leader Certification

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 Todd Wynne Signature 
(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 
(print and sign or open file in Adobe to sign electronically)

Schoolwide Plan Summary

1. Describe the Schoolwide Plan to improve the educational program for all students. Include all of the school improvement work that is part of the plan, regardless of funding (state, local, federal, other). **Note: listing goals is insufficient;** this description should include the adult actions to improve the educational program for all students. [no more than 1000 characters]

Columbia Heights High School (CHHS) will approach school improvement through three lenses: literacy, math, and attendance.

To improve literacy outcomes, CHHS will establish common literacy routines that can be used across departments. PLC teams, in partnership with administration, will collect and evaluate evidence of these routines via walkthrough data and student work samples to illustrate trends for the purpose of drafting instructional moves.

To improve math outcomes, CHHS will analyze the use of math instructional time to identify opportunities to increase implementation of thinking tasks and student math talk. Teachers will also implement regular reasoning and problem-solving tasks in all 9th and 10th grade math courses.

To improve attendance outcomes, CHHS will establish an attendance team to meet quarterly to review attendance data and chart support. CHHS also will pursue partnerships with Promise Fellows (or similar) to provide further wraparound support for attendance.

2. Describe the rationale for the Schoolwide Program. Include the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s). [no more than 1000 characters]

In literacy, CHHS examined student academic data, including FastBridge, Capti ReadBasix, and historical MCA scores. A root cause analysis highlighted inconsistent literacy strategy alignment across content area teams and gaps in teacher preparedness to support literacy development. The data revealed a need to address decoding and reading efficiency.

In math, CHHS examined student academic data, including FastBridge and historical MCA scores. A root cause analysis highlighted a need for stronger mathematical reasoning and problem-solving, as well as timely interventions. Reasoning and problem-solving tasks promote transfer of learning.

In attendance, CHHS examined attendance and survey data and made observations of general trends. A root cause analysis revealed a need for more consistent early response systems, increased clarity in ownership for attendance work, and more coordinated family outreach.

3. Describe the intended outcome(s) of the Schoolwide Plan. Include a description of what will change as a result of this Schoolwide Plan. [no more than 1000 characters]

To improve literacy outcomes, CHHS will implement literacy routines and structured comprehension supports to align and increase literacy skills across all content areas, so that word decoding and reading efficiency results improve as measured by Capti ReadBasix.

To improve math outcomes, CHHS will implement tasks that promote reasoning and problem-solving, supported by formative assessment cycles and math screener data, so that student math proficiency increases as measured by Star Math.

To improve attendance outcomes, CHHS will leverage attendance supports using early warning data, family outreach, and consistent follow up from support teams, so that the percentage of students consistently attending school increases from 68% to 75% as measured by the ESSA definition of consistent attendance.

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]

In order to monitor the plan's effectiveness, Columbia Heights High School will examine thrice-yearly screener data (Capti ReadBasix and Star Math), MCA results when available, common formative assessment data, credit completion rates, quarterly consistent attendance rates, and subgroup trend reviews.

Fidelity of implementation will be measured by monthly PLC folder reviews, evidence of common formative assessments, PD attendance and implementation checks, walkthrough evidence, student work samples, and attendance contact logs.

In addition to the data days, PLC work, and leadership team done by the school, families and students will have opportunity to review academic and attendance data and provide input.

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]

To support implementation of the plan, Title I funding will fund all or part of the following: Instructional Coaching, online tools and programs to support screening and intervention in literacy and math, literacy resources to support strong instruction and cross-disciplinary alignment, math resources to support language acquisition and reasoning, professional development/coaching through consultants or hiring of staff to support implementation of Evidence Based Practices identified for Math and Literacy, communication tools to support home-school partnerships, and funding to support family engagement.

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.