



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: 26-27

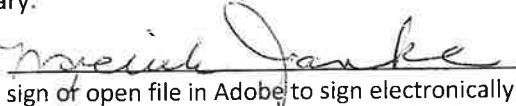
Eligibility to operate a Title I, Part A Schoolwide Program

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

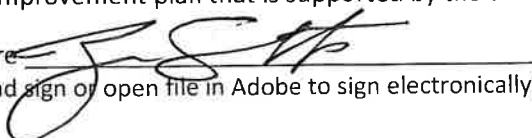
School/Site Leader Certification

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 Michele Janke 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]

Highland (HL) will focus on literacy, math, and attendance. HL will address growth in literacy by restructuring implementation of the foundational skills curriculum, Functional Phonics + Morphology, to place more students in grade-level lessons. HL will also support teachers with resources and PD around literacy interventions. Additionally, the school will provide PD on learning acceleration and engagement in both phonics instruction and knowledge-building/comprehension literacy instruction. HL will take steps to decrease the percentage of high risk students by providing guided time and planning with the new math standards. The coach and principal will also engage in a COMPASS math pathway to learn about building procedural fluency, and will use the learning to build PD for staff. The school will utilize boost lessons in SpringMath to address identified gaps. HL will reduce the number of chronically absent students through its attendance team checking in with students and families, supporting barriers to attendance, and mailing attendance notifications to families.

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]

Highland (HL) engaged in a thorough needs assessment and root cause analysis. The greatest need in literacy was low growth as measured by FastBridge literacy assessments. Data used also included OTISS and observational data. Root causes include overscaffolding, lack of rigor, and ineffective use of available academic time in all tiers of instruction. This analysis led to selection of Explicit Instruction as the evidence-based practice (EBP) to address low growth. The greatest need in math was the number of high risk students as measured by FastBridge literacy assessments. Data used also included observational data. Root causes include the need for more work on conceptual knowledge and number sense. This analysis led to the selection of Build Procedural Fluency from Conceptual Understanding as the EBP to address the number of high risk students. The greatest need identified in attendance was chronic absenteeism as measured by attendance data. Root causes include parent education and consistent communication. This led to Attendance Data Use and Continuous Improvement as the EBP.

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]

The intended outcome in literacy is an increase in the number of students making typical and aggressive growth through the use of explicit instruction. The goal is that 65% of students in every classroom at every grade level will make typical or aggressive growth as measured by Spring FastBridge earlyReading in grades K-1 and CBM screener in grades 2-5. The intended outcome in math is a decrease in the number of high risk students in grades 2-5 through building procedural fluency from conceptual understanding. The goal is that the percentage of high risk students in grades 2-5 will decrease from 38.94% to 30% as measured by the Spring FastBridge aMath screener. The intended outcome in attendance is a reduction in the number of chronically absent students through attendance data use and continuous improvement. The goal is that the number of students who are chronically absent will decrease from 102 to 80 or less by the end of the school year, as measured by attendance data.

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]

The effectiveness of the plan will be determined by measuring progress toward the school goals of increased growth in literacy in all classrooms and grade levels, reduction of the number of high risk students in math, and reduction in the number of chronically absent students. Goal progress will be measured by attendance data, and FastBridge earlyReading, CBM, earlyMath, and aMath for both screening and progress monitoring, as well as additional math and literacy data collected throughout the year. The plan will be evaluated by staff throughout the year. The building leadership team will regularly review and monitor data and the implementation of the plan to ensure its fidelity. Family input and monitoring of the goals will happen during the monthly PTO meetings and through other family engagement events.

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, screening tools to support monitoring data, literacy resources to support strong instruction and intervention, reading intervention support, math resources to support building procedural fluency and conceptual understanding, professional development and 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 and parent education.

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.