



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: North Park School for Innovation School year to which this plan applies: 26-27

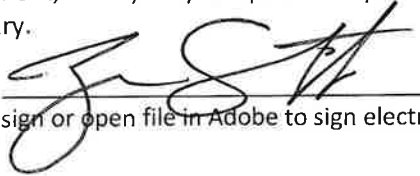
Eligibility to operate a Title I, Part A Schoolwide Program

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

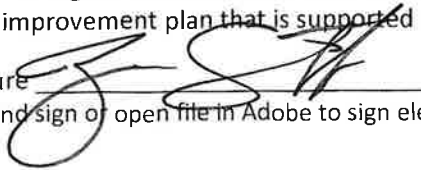
School/Site Leader Certification

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 Zena Stenvik 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]

North Park School for Innovation (NPSfi) will improve literacy programming by increasing parent involvement and education which will result in higher student engagement in reading, which impacts student outcomes. To support parent involvement, NPSfi will seek out family volunteers and increase attendance at BIPOC Family Affinity meetings. Staff will also collaborate with the district parent educator to facilitate Parent Academy sessions. Interventions and progress monitoring for all students not showing proficiency will be implemented to improve outcomes.

To support an increase in growth and proficiency in math, building leadership will engage in a COMPASS pathway focused on building procedural fluency from conceptual understanding to support ongoing building PD. In addition, teachers will vertically align math standards and analyze and adjust the structure of the math block.

An increase in attendance meetings to review ABC data, early and frequent communication from the building principal, and parent education will decrease the number of chronically absent students.

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]

The need for a Schoolwide Program is justified in our K-5 data in both academics and attendance. The greatest area of need in literacy, as highlighted by a root cause analysis, was low growth and proficiency in kindergarten and first grade. The root causes included scheduling conflicts impacting students' daily access to Tier 1 instruction and the need to strengthen Tier 2 intervention and MTSS.

The data revealed similar needs in math as evidenced by the root cause analysis by indicating growth and proficiency were low in kindergarten and there was a discrepancy between the growth and proficiency data in fifth grade, with proficiency being significantly lower. Root causes included not prioritizing math PD, implementing updated curriculum with minimal PD, and limited standards alignment.

Due to the Metro Surge in our community, attendance decreased drastically over winter and never returned to pre-Metro Surge numbers. A root cause analysis identified lack of parent education and constant and consistent communication which contributed to the need to increase attendance.

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]

As a result of implementing the use of diagnostic instruction in literacy, 60% of K-1 students will show typical or aggressive growth and at least 45% will be identified as low risks as measured by the earlyReading FastBridge assessment. While at least 70% of 2nd-5th graders will show typical or aggressive growth and 50% will be identified as low risk in literacy as measured by the CBM FastBridge assessment.

The use of instructional practices to support students with building procedural fluency from conceptual understanding will improve student growth and proficiency outcomes. This Evidence Based Practice will result in at least 50% of K-1 students showing typical or aggressive growth and proficiency in math as measured by the earlyMath FastBridge assessment. Additionally, at least 55% of 2nd-5th graders will show typical or aggressive growth and 40% will be identified as low risk as measured by the aMath FastBridge assessment.

In addition, using an Early Warning System, an Evidence Based Practice, will support the decrease of chronically absent students from 71 to 60.

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]

North Park School for Innovation's building leadership team will regularly review and monitor the implementation of the action plan to ensure fidelity. Additionally NPSfI's building leaders will collaborate with Teaching and Learning staff and the Assistant Superintendent monthly to evaluate the Schoolwide Plan. SMART goal progress will be collect through multiple data points to monitor the effectiveness of the plan and action steps. Daily attendance, earlyReading, CBM, earlyMath, and aMath data for screening and progress monitoring will be evaluated throughout the school year. Progress toward goals will indicate whether the plan is effective.

Families and students will be involved through PTO and BIPOC Family Affinity Group Meetings. The plans are shared with both groups and both groups will be updated with progress and provide input for adapting the plan.

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]

Title I funding will support the implementation of the plan by funding the following: supporting the implementation of Evidence Based Practices in literacy and math through professional development and coaching with consultants or hiring staff, funds to increase parent education and family engagement, screening tools to support data monitoring, reading intervention support, literacy resources to support strong instruction and intervention, math resources to support building procedural fluency from conceptual understanding, and communication tools to strengthen home-school partnerships.

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.