Secondary School Vision 2030 Update

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November 25, 2025

COLUMBIA HEIGHTS PUBLIC SCHOOLS

CREATING WORLDS OF OPPORTUNITY FOR EACH AND EVERY LEARNER — ALL BELONG, ALL SUCCEED —

OUR MISSION

Columbia Heights Public Schools

Creating worlds of opportunity for each and every learner.

"All Belong, All Succeed"

COLUMBIA HEIGHTS PUBLIC SCHOOLS

CREATING WORLDS OF OPPORTUNITY FOR EACH AND EVERY LEARNER — ALL BELONG, ALL SUCCEED —

CORE VALUES

Community	Excellence	Collaboration	Integrity	Respect	Courage	Innovation
Where we all belong and believe in ourselves and each other	*Being our best, expecting our best, every day*	*Working together for common goals*	*Doing what is right, even when no one is watching*	*Celebrating who we are, honoring our differences, treating others well*	*Facing challenges with hope and persistence*	*Finding new ways to excel and grow*

The CHPS Core Values are aligned with the CHPS Board of Education Equity Statement.

OUR MISSION

Columbia Heights Public Schools

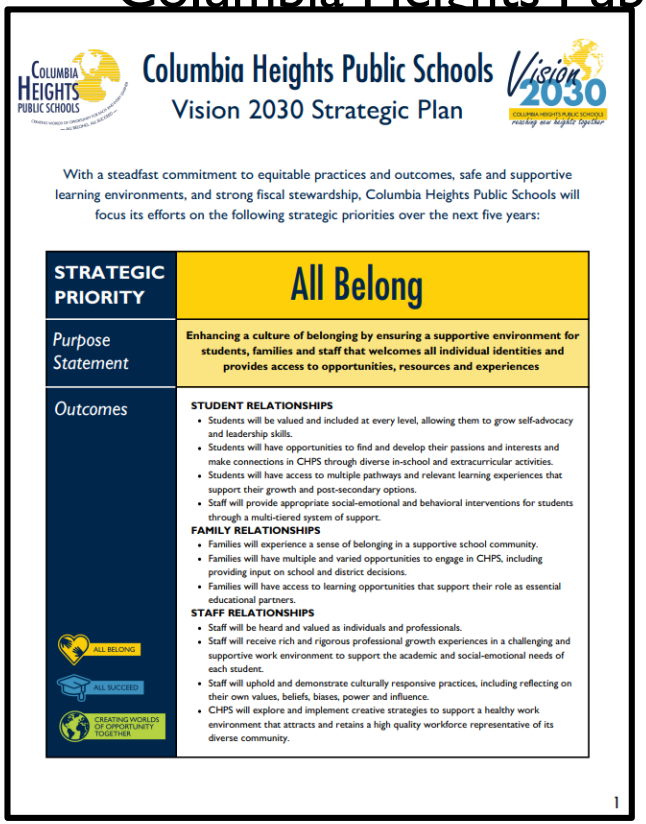
Creating worlds of opportunity for each and every learner

"All Belong, All Succeed"

Informational presentation to the CHPS Board of Education

No Governance Question

Climbing to new heights guided by the Columbia Heights Public School's Vision 2030 Strategic



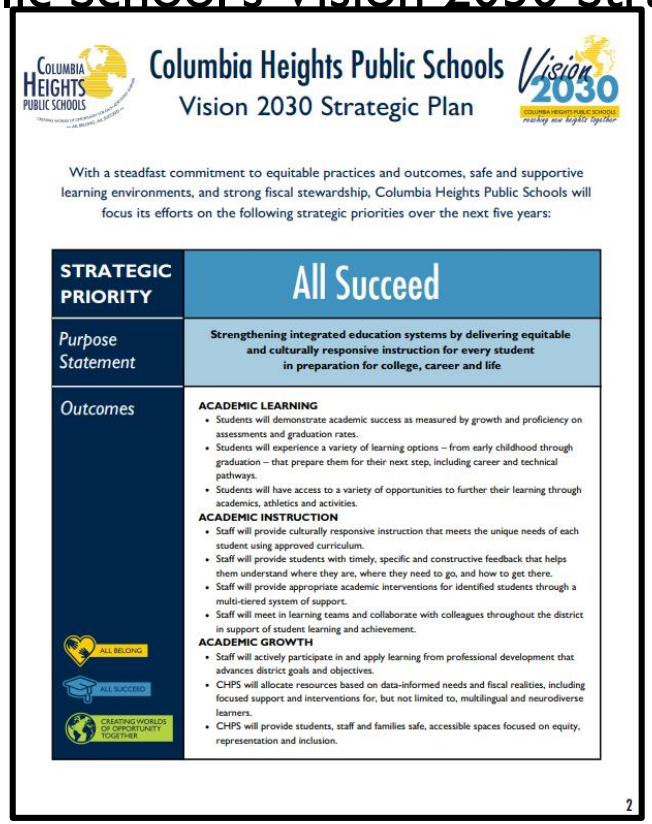
Columbia Heights Public Schools
Vision 2030 Strategic Plan

With a steadfast commitment to equitable practices and outcomes, safe and supportive learning environments, and strong fiscal stewardship, Columbia Heights Public Schools will focus its efforts on the following strategic priorities over the next five years:

STRATEGIC PRIORITY	All Belong
Purpose Statement	**Enhancing a culture of belonging by ensuring a supportive environment for students, families and staff that welcomes all individual identities and provides access to opportunities, resources and experiences**
Outcomes	**STUDENT RELATIONSHIPS** • Students will be valued and included at every level, allowing them to grow self-advocacy and leadership skills. • Students will have opportunities to find and develop their passions and interests and make connections in CHPS through diverse in-school and extracurricular activities. • Students will have access to multiple pathways and relevant learning experiences that support their growth and post-secondary options. • Staff will provide appropriate social-emotional and behavioral interventions for students through a multi-tiered system of support. **FAMILY RELATIONSHIPS** • Families will experience a sense of belonging in a supportive school community. • Families will have multiple and varied opportunities to engage in CHPS, including providing input on school and district decisions. • Families will have access to learning opportunities that support their role as essential educational partners. **STAFF RELATIONSHIPS** • Staff will be heard and valued as individuals and professionals. • Staff will receive rich and rigorous professional growth experiences in a challenging and supportive work environment to support the academic and social-emotional needs of each student. • Staff will uphold and demonstrate culturally responsive practices, including reflecting on their own values, beliefs, biases, power and influence. • CHPS will explore and implement creative strategies to support a healthy work environment that attracts and retains a high quality workforce representative of its diverse community.

ALL BELONG
ALL SUCCEED
CREATING WORLDS OF OPPORTUNITY TOGETHER

1



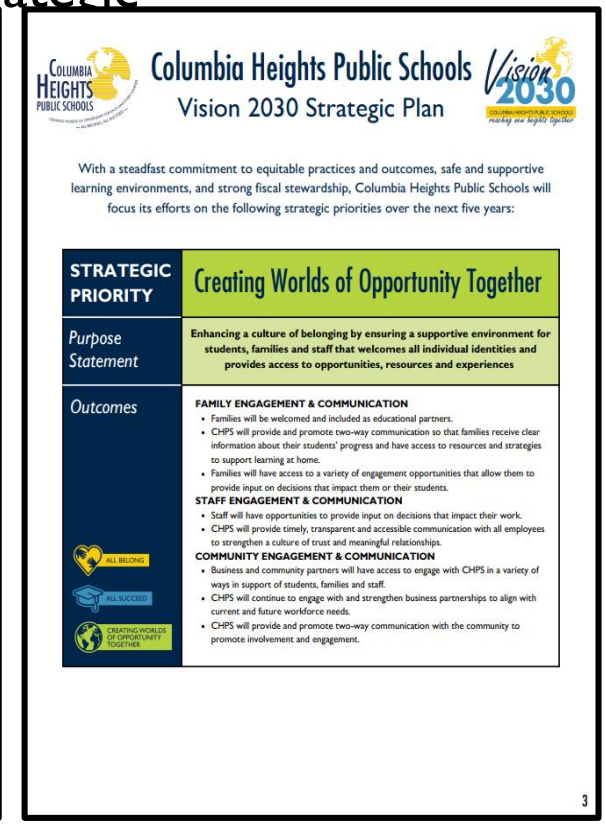
Columbia Heights Public Schools
Vision 2030 Strategic Plan

With a steadfast commitment to equitable practices and outcomes, safe and supportive learning environments, and strong fiscal stewardship, Columbia Heights Public Schools will focus its efforts on the following strategic priorities over the next five years:

STRATEGIC PRIORITY	All Succeed
Purpose Statement	**Strengthening integrated education systems by delivering equitable and culturally responsive instruction for every student in preparation for college, career and life**
Outcomes	**ACADEMIC LEARNING** • Students will demonstrate academic success as measured by growth and proficiency on assessments and graduation rates. • Students will experience a variety of learning options – from early childhood through graduation – that prepare them for their next step, including career and technical pathways. • Students will have access to a variety of opportunities to further their learning through academics, athletics and activities. **ACADEMIC INSTRUCTION** • Staff will provide culturally responsive instruction that meets the unique needs of each student using approved curriculum. • Staff will provide students with timely, specific and constructive feedback that helps them understand where they are, where they need to go, and how to get there. • Staff will provide appropriate academic interventions for identified students through a multi-tiered system of support. • Staff will meet in learning teams and collaborate with colleagues throughout the district in support of student learning and achievement. **ACADEMIC GROWTH** • Staff will actively participate in and apply learning from professional development that advances district goals and objectives. • CHPS will allocate resources based on data-informed needs and fiscal realities, including focused support and interventions for, but not limited to, multilingual and neurodiverse learners. • CHPS will provide students, staff and families safe, accessible spaces focused on equity, representation and inclusion.

ALL BELONG
ALL SUCCEED
CREATING WORLDS OF OPPORTUNITY TOGETHER

2



Columbia Heights Public Schools
Vision 2030 Strategic Plan

With a steadfast commitment to equitable practices and outcomes, safe and supportive learning environments, and strong fiscal stewardship, Columbia Heights Public Schools will focus its efforts on the following strategic priorities over the next five years:

STRATEGIC PRIORITY	Creating Worlds of Opportunity Together
Purpose Statement	**Enhancing a culture of belonging by ensuring a supportive environment for students, families and staff that welcomes all individual identities and provides access to opportunities, resources and experiences**
Outcomes	**FAMILY ENGAGEMENT & COMMUNICATION** • Families will be welcomed and included as educational partners. • CHPS will provide and promote two-way communication so that families receive clear information about their students' progress and have access to resources and strategies to support learning at home. • Families will have access to a variety of engagement opportunities that allow them to provide input on decisions that impact them or their students. **STAFF ENGAGEMENT & COMMUNICATION** • Staff will have opportunities to provide input on decisions that impact their work. • CHPS will provide timely, transparent and accessible communication with all employees to strengthen a culture of trust and meaningful relationships. **COMMUNITY ENGAGEMENT & COMMUNICATION** • Business and community partners will have access to engage with CHPS in a variety of ways in support of students, families and staff. • CHPS will continue to engage with and strengthen business partnerships to align with current and future workforce needs. • CHPS will provide and promote two-way communication with the community to promote involvement and engagement.

ALL BELONG
ALL SUCCEED
CREATING WORLDS OF OPPORTUNITY TOGETHER

3



Columbia Academy

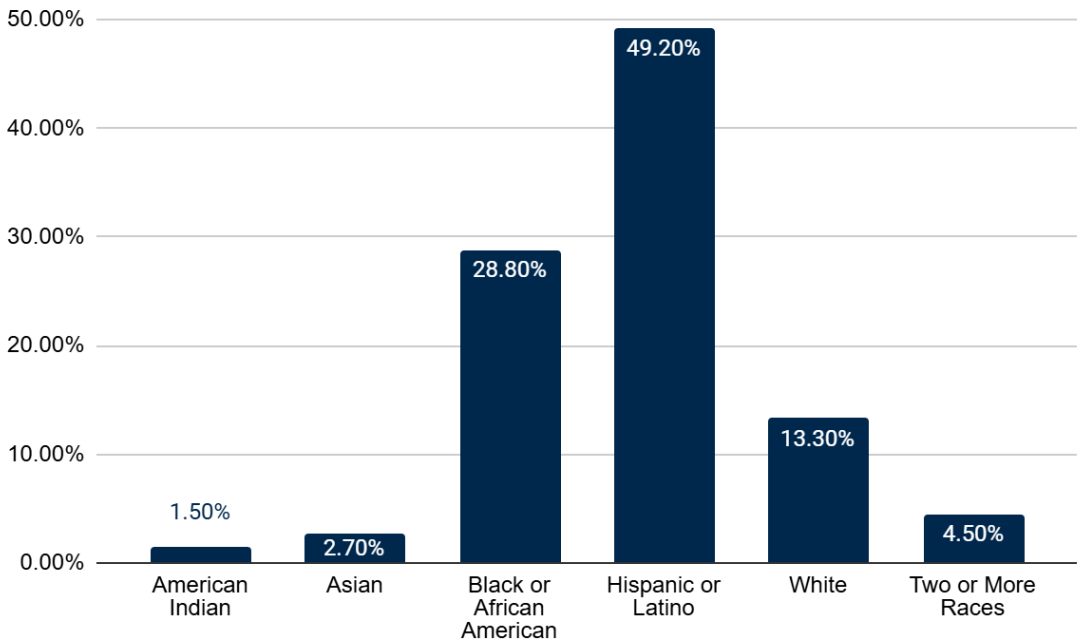






Looking back at 2024-2025: CA Demographics*

Race/Ethnicity



40.60%
of CA students qualified as
English Learners

13.70%
of CA students qualified for
Special Education

81.30%
of CA students qualified for
Free/Reduced Price meals

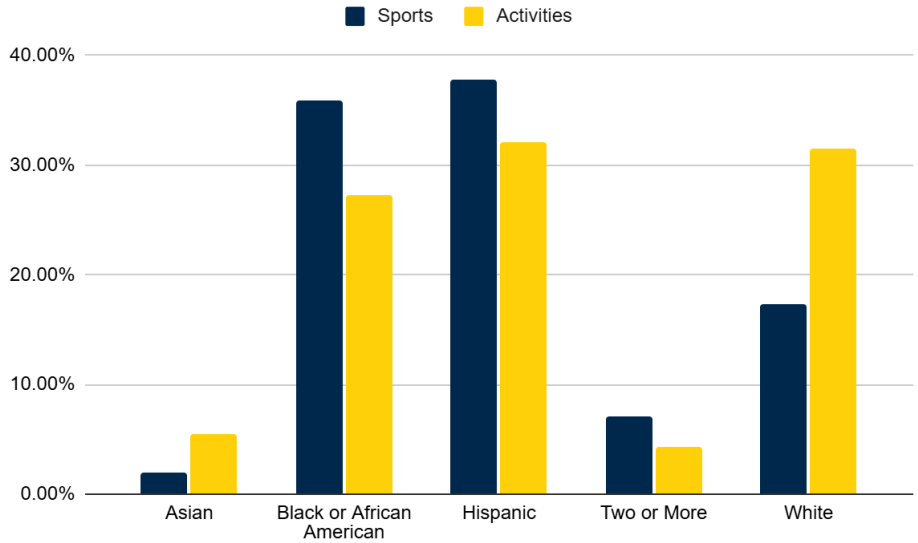
*according to the Minnesota Report Card

2024-2025 Peaks of Progress

All Belong

1b (Exploration) Students will have opportunities to find and develop their passions and interests and make connections in CHPS through diverse in-school and extracurricular activities.

Race/Ethnicity of Students in Sports and Activities



ENCORE programming
121 students
5 opportunities

Activities
165 students
7 opportunities

Sports
312 students
22 opportunities

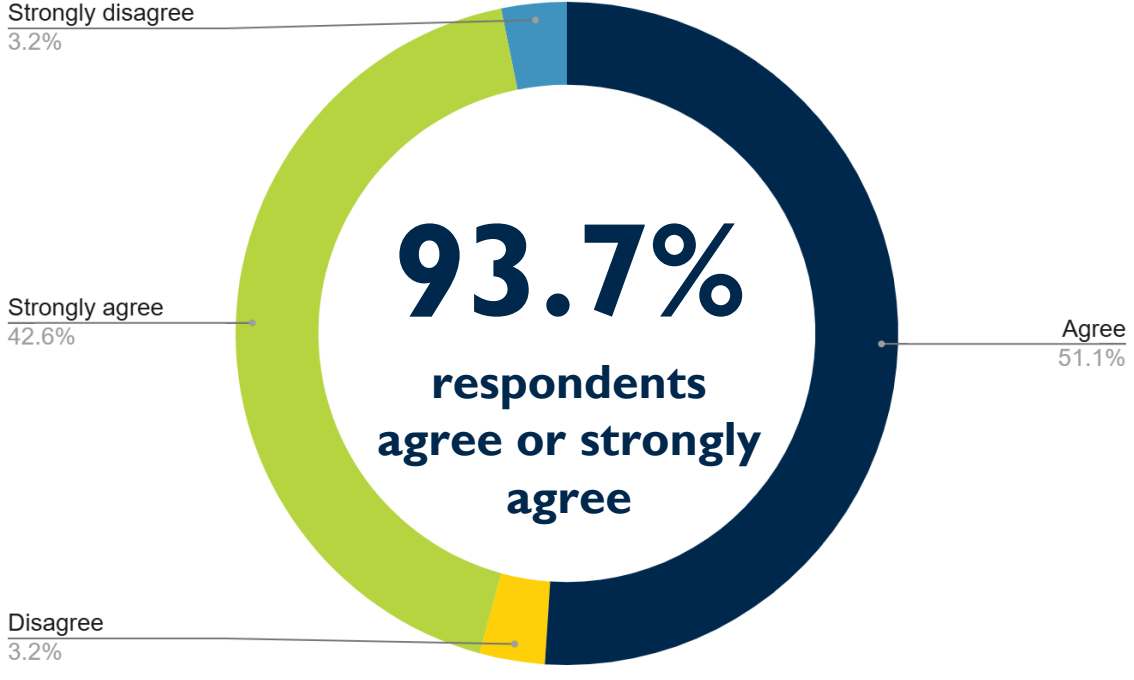
2024-2025 Peaks of Progress

All Belong

1e (Exploration) Families will experience a sense of belonging in a supportive school community.

Data from 2025 CHPS Family Survey

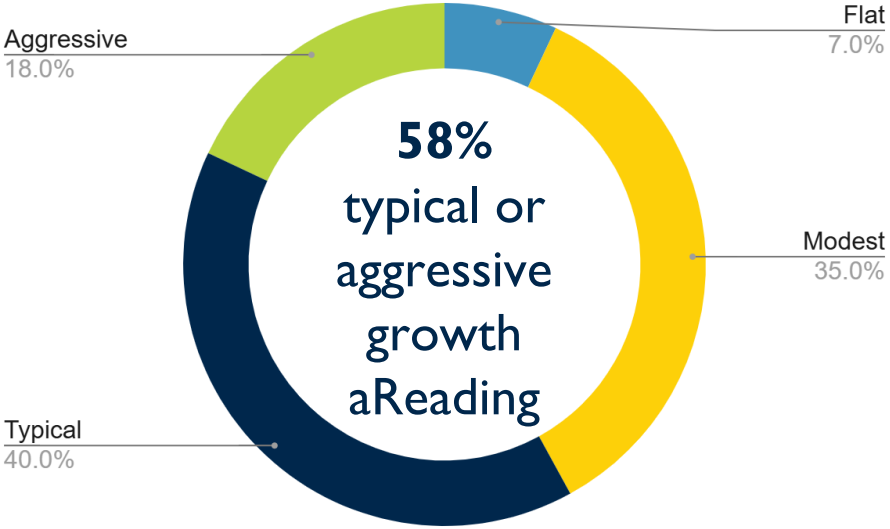
My family is supported by our school community

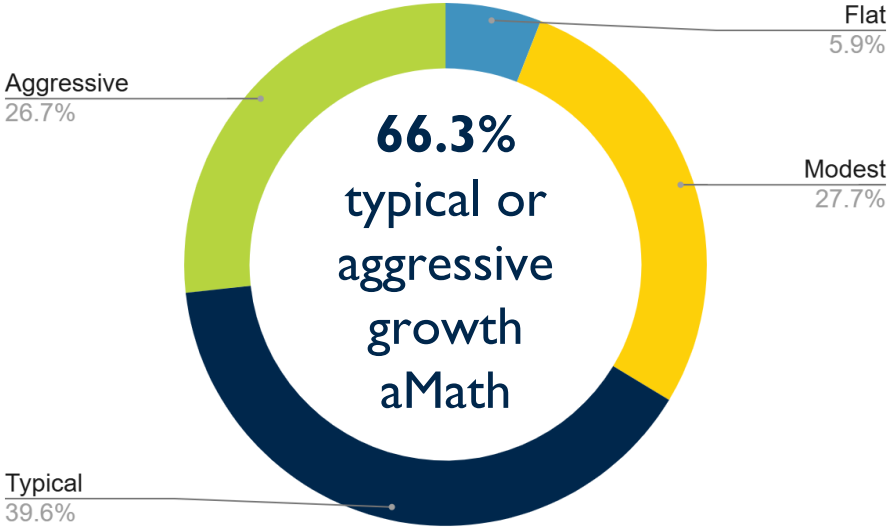


2024-2025 Peaks of Progress

All Succeed

2a (Exploration) Students will demonstrate academic success as measured by growth and proficiency on assessments and graduation rates.

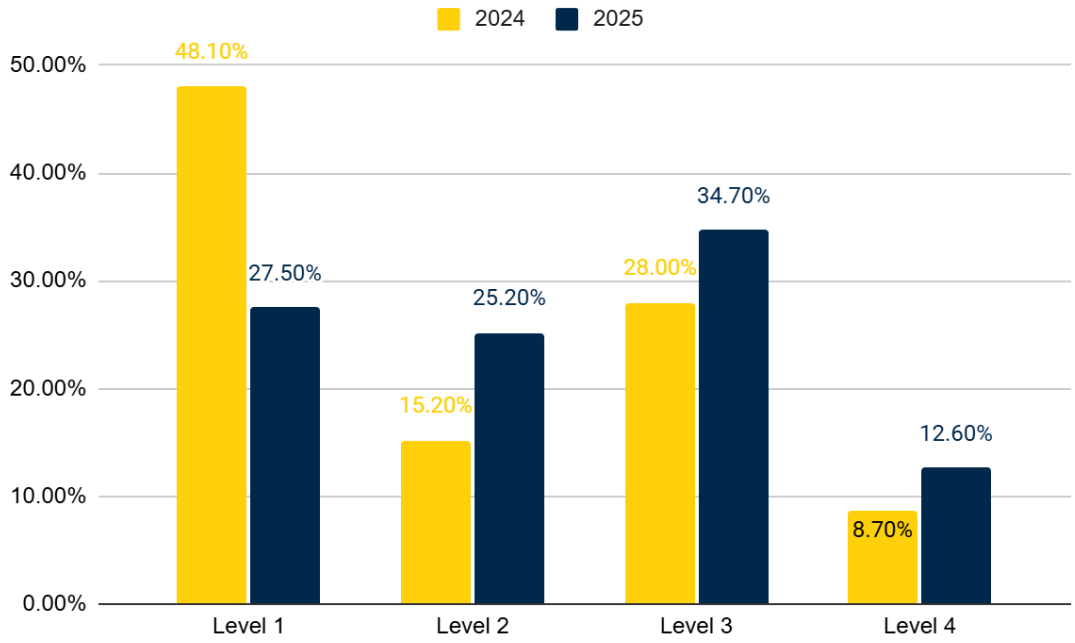




2024-2025 Peaks of Progress

All Succeed

2a (Exploration)
Students will demonstrate academic success as measured by growth and proficiency on assessments and graduation rates.



2024-2025 Peaks of Progress

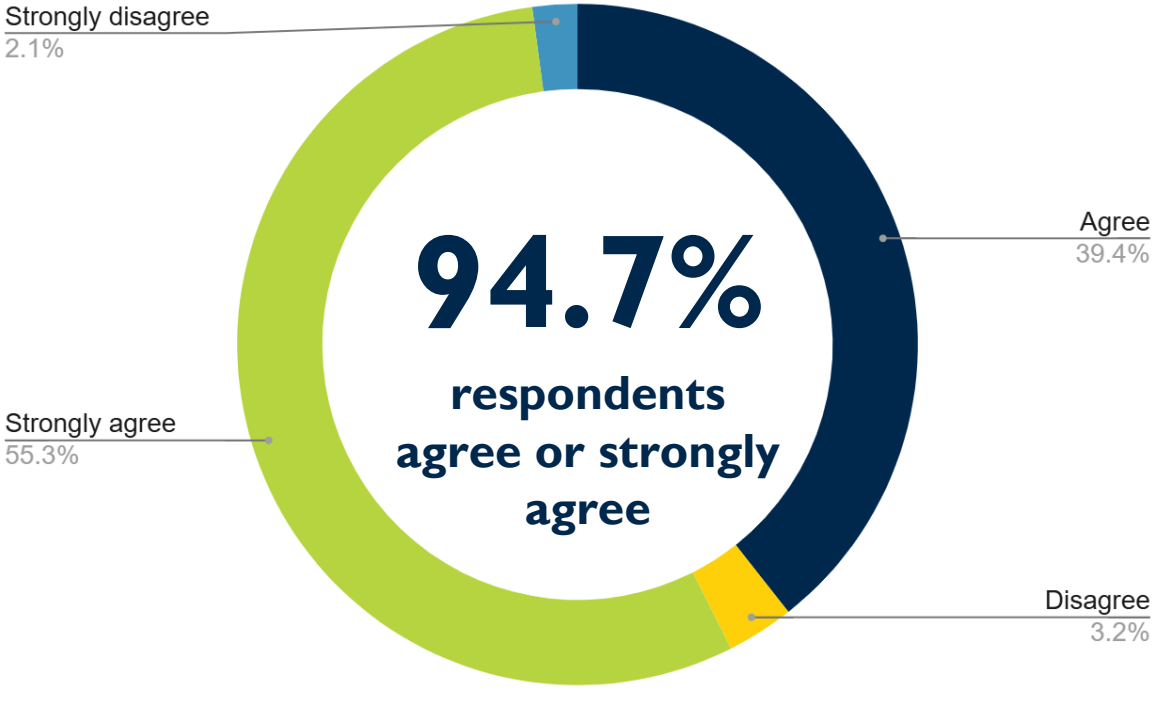
Creating Worlds of Opportunity

3a (Exploration)

Families will be welcomed and included as educational partners.

Data from 2025 CHPS Family Survey

As a parent/guardian, I feel welcomed and included as an educational partner.



Opportunities on the Horizon

- **2d (Exploration)** Staff will provide culturally responsive instruction that meet the unique needs of each student using approved curriculum.
  - Implementation of Functional Morphology to continue the work of K-5
  - New Math and ELA curriculum in grade 6 and looking to expand to 7-8
  - Working with the University of Minnesota to implement content area literacy

- **2g (Installation)** Staff will meet in learning teams and collaborate with colleagues throughout the district in support of student learning and achievement.as Reading Intervention
  - Restructured PLCs to grade level and content specific to analyze data more effectively

Columbia Academy
2025-2026









Climbing to New Heights

Columbia Academy Goals 2025-2026

Literacy:

- Growth: By June 2026, the percentage of students making typical or aggressive growth, as measured by the Spring FAST aReading growth by start score, will be 5% higher than the 2025 school year.
- Proficiency: By June 2026, the percentage of students who are proficient (low risk and exceeds) as measured by FAST aReading will be at least 5% higher in the Spring than the Fall
- EL: By June 2026, the percentage of English Learner (EL) students making typical or aggressive growth as measured by the Spring FAST CBM-Reading assessment will increase by at least 5% from the 2025 school year.

Math:

- Growth: By June 2026, students will make aggressive growth in aMath as measured on FAST, based on start score, that is at least 7% higher than the 2025 school year.
- Proficiency: By June 2026, the percentage of students who are proficient (exceed and low risk) as measured by FAST aMath will be at least 5% higher in Spring than Fall.

PLC:

- By May 2026, 100% of grade-level and content-area PLC teams will implement the PLC process (focused on the four guiding questions) by collaboratively analyzing student learning data and aligning at least two priority standards or student engagement benchmarks per quarter, as evidenced by documented meeting agendas, common formative assessments, and shared instructional plans.





COLUMBIA HEIGHTS PUBLIC SCHOOLS
CREATING WORLDS OF OPPORTUNITY FOR EACH AND EVERY LEARNER
— ALL BELONG, ALL SUCCEED —

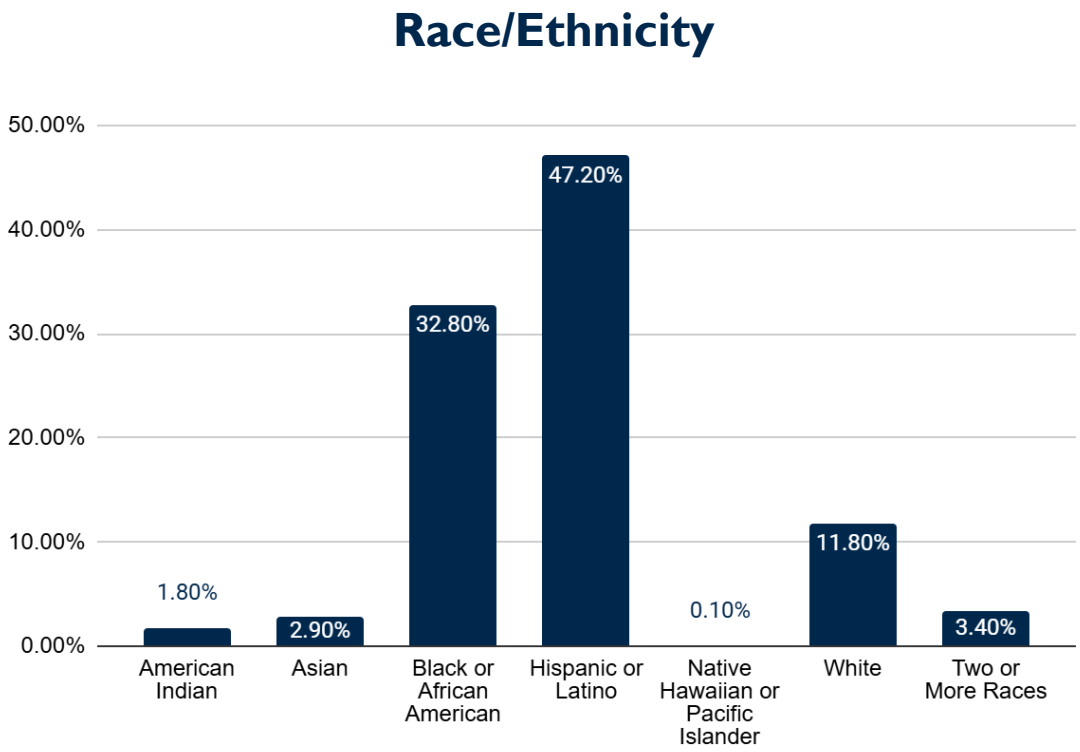
Columbia Heights High School







Looking back at 2024-2025: CHHS Demographics*



36.5%
of CHHS students qualified as **English Learners**

12.6%
of CHHS students qualified for **Special Education**

76.6%
of CHHS students qualified for **Free/Reduced Price meals**

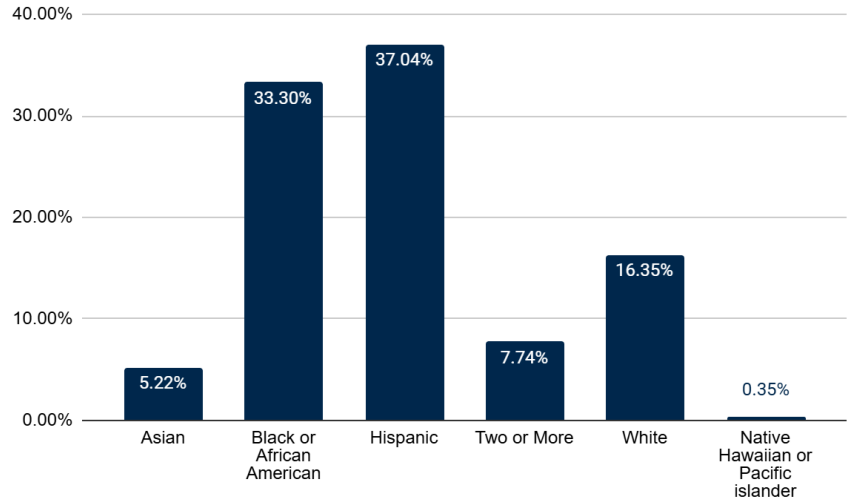
*according to the Minnesota Report Card

2024-2025 Peaks of Progress

All Belong

1b (Exploration) Students will have opportunities to find and develop their passions and interests and make connections in CHPS through diverse in-school and extracurricular activities.

Race/Ethnicity of Students in Sports and Activities



Activities
559 students
24 opportunities

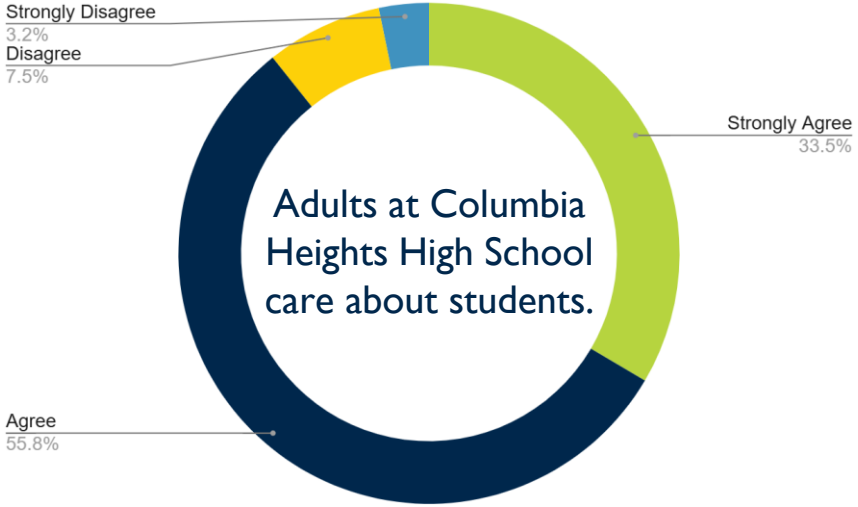
Sports
594 students
22 opportunities

2024-2025 Peaks of Progress

All Belong

1a (Exploration) Students will be valued and included at every level, allowing them to grow self-advocacy and leadership skills.



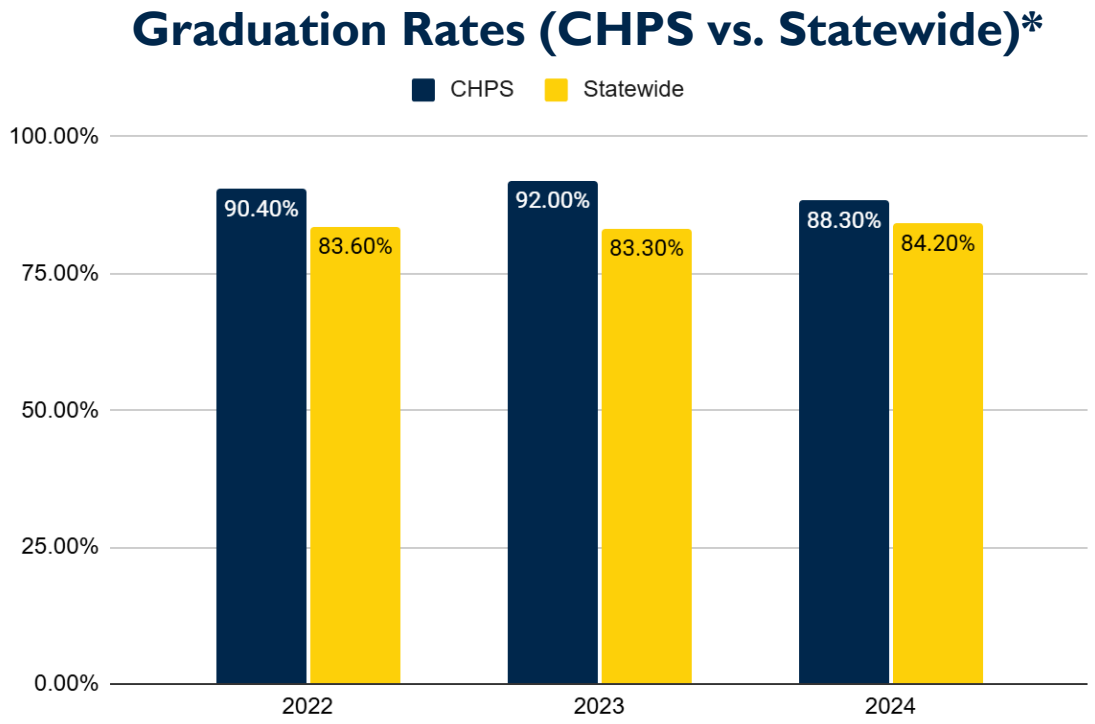


2024-2025 Peaks of Progress

All Succeed

2a (Exploration)

Students will demonstrate academic success as measured by growth and proficiency on assessments and graduation rates.

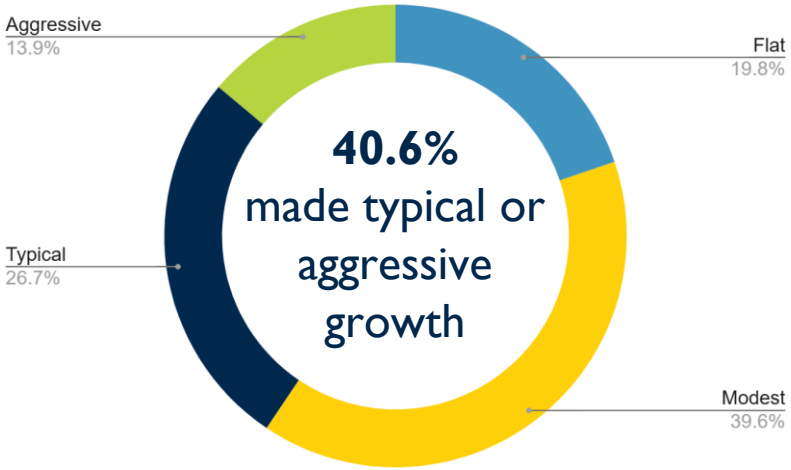


*2025 graduation rates not yet available

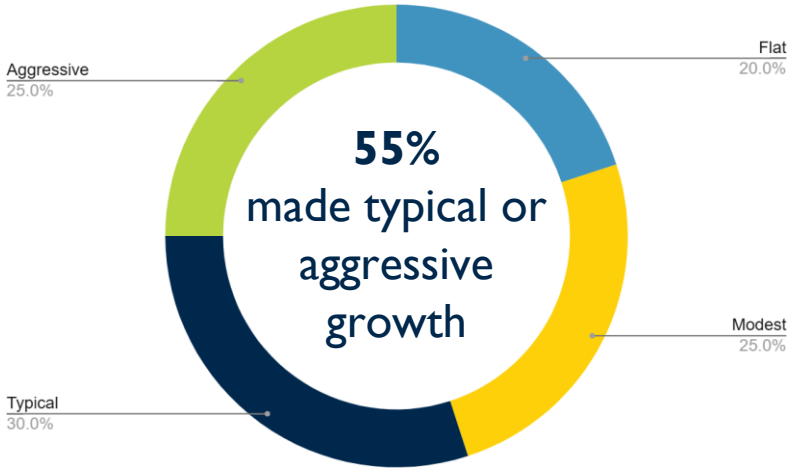
2024-2025 Peaks of Progress
All Succeed

2a (Exploration) Students will demonstrate academic success as measured by growth and proficiency on assessments and graduation rates.

Growth on aReading FastBridge Assessment



Growth on aMath FastBridge Assessment



2024-2025 Peaks of Progress

Creating Worlds of Opportunity



3f (Exploration) Business and community partners will have access to engage with CHPS in a variety of ways in support of students, families and staff.

This is not a complete list, just a sample of the partnerships

- Columbia Heights Athletic Boosters
- CH Lions Club
- Northeast Bank
- Medtronic
- Fridley-CH Rotary
- Washburn Family Services
- Kiwanis
- Promise Fellows

- SACA
- Health Organizations
- CH Police Department
- American Legion
- Local colleges and universities
- Columbia Heights Alumni Foundation
- Optum
- CH City Leaders

Opportunities on the Horizon

- **1c (Exploration)** Students will have access to multiple pathways and learning experiences that support their growth and post-secondary options.
  - Direct Admissions to support students with college admission process
  - Focus on consistent attendance
- **2f (Exploration)** Staff will provide appropriate academic interventions for identified students through a multi-tiered system of support.
  - Curricular alignment within multiple departments
  - SIT (Student Intervention Team) focus on providing students with the additional support

Columbia Heights High School
2025-2026









Climbing to New Heights

CHHS Goals 2025-2026

Literacy:

- By June 2026, the percentage of students making aggressive growth from Fall to Spring, as measured by the Spring FAST Literacy assessment, will be 7% higher than the 2024-2025 school year. (2025-26 Aggressive Growth = 24%)

Math:

- By June 2026, the percentage of 9th and 10th grade students making aggressive growth from Fall to Spring, as measured by the Spring FAST Math assessment, will be 15% higher than the 2024-2025 school year. (2025-26 Aggressive Growth = 40%)

PLC:

- By June 2026, 100% of high school departments will have high functioning PLC meetings, with a focus on increasing student data through teacher effectiveness.
- 100% of the PLC teams will meet four times per month and update their monthly PLC folder, including data cycle information.





