

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

0013-01 Columbia Heights Public School District

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Tara Thukral

WBWF Contact Title

Director of Teaching and Learning

WBWF Contact Phone Number

763-528-4533

WBWF Contact Email

thukralt@colheights.k12.mn.us

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

Yes

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans SY 2018-20)

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

No

A&I Contact Name

Zena Stenvik

A&I Contact Title

Superintendent

A&I Contact Phone Number

763-528-4503

A&I Contact Email

stenvikz@colheights.k12.mn.us

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

<https://www.colheights.k12.mn.us/AnnualReport>

Provide the direct website link to the A&I materials.

<https://www.colheights.k12.mn.us/Page/683>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

12/08/2020

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Earlsworth Letang

Role in District

Parent

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Rhonda Heryla

Role in District

Community Member (former Parent)

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Chuck Cooke

Role in District

Community Member (former Parent)

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Kathy Twobears

Role in District

Parent

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Tanya Moore

Role in District

Parent and Staff Member

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Shari Alexon

Role in District

Parent and Staff Member

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Tara Lorence

Role in District

Secondary Teacher

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Natasha Olubajo

Role in District

Secondary Teacher

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Dan Tschida

Role in District

Secondary Teacher

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Carla Anderson

Role in District

Elementary Teacher

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Teresa Fenske

Role in District

Secondary Administrator

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Leslee Sherk

Role in District

Elementary Administrator

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Danielle Berg

Role in District

Elementary Teacher

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Wes Nugeteren

Role in District

Agricultural Specialist

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Tiffany Grams Farkas

Role in District

Early Childhood Specialist

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Andy Museus (Columbia Heights Police Department)

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Dr. John Fry

Role in District

Director of Special Education

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Kristen Stuenkel

Role in District

Director of Communications and Early Childhood

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Disa Fabeck

Role in District

Data and Assessment Coordinator

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Emily Gartner

Role in District

Professional Development Coordinator

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Nancy Cordes

Role in District

English Learner Coordinator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Leslie Maher

Role in District

Personalized Learning Facilitator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jennifer Hauswirth

Role in District

Technology Integration Specialist

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Carrie Trnjanin

Role in District

College and Career Specialist

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Tara Thukral

Role in District

Director of Teaching and Learning

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Zena Stenvik

Role in District

Executive Director of Educational Services

Part of Achievement and Integration Leadership Team?

Yes

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

The district administrative team in Columbia Heights Public Schools, including the superintendent, principals, assistant principals, the director of human resources, director of special education, executive director of educational services and director of teaching and learning follow an annual process to identify and discuss placement and evaluation of probationary and veteran teachers. Data is reviewed three times per year. Included in the process is a thorough discussion of evaluations based on the Charlotte Danielson model. During the discussions, the team identifies where additional support or staff development is needed. Probationary teachers who are not performing are not renewed. Tenured teachers are on a three-year cycle for evaluations, when identified as not performing, they are placed onto an improvement plan.

In addition to the annual staffing process, the district administrative team analyzes and discusses enrollment monthly. Columbia Heights has one middle school and one high school so all students at those grade levels attend the same school and have access to high quality instruction.

This process is shared and discussed at a CHPS World's Best Workforce Committee meeting each year.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

(200 word limit)

As part of the staffing process, the district administrative team reviews teacher evaluation data to determine ways to support teacher development. During this process, decisions are made about staff placement and discontinuance to support student equitable access to experienced, in-field, effective teachers

Upon review of the district data, two areas of need to support continued equitable access to experienced, in-field, and effective teachers include, reducing the substitute teacher shortage and access to Special Education teachers. When the classroom teacher is absent, it has been difficult to fill the position with an effective substitute. Teachers licensed in special education has been another area of concern as we work to ensure equitable access. Columbia Heights will continue working with Teachers on Call to find licensed substitutes. The district also will seek to hire district substitutes, employed by the district, to support absences. Another goal is to continue growing the district Grow your Own program to support staff with earning their Special Education license.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

(200 word limit)

Upon review of student and licensed teacher data, the racial/ethnic group present in the student body but not in the licensed teacher staff is American Indian. Licensed teachers of color in the district make up 6% (15 out of 243) of the total teacher population whereas students of color make up 82% of the student population. To reflect the student population, Columbia Heights would have to hire 184 more teachers of color or American Indian teachers.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

The district has initiated the following strategies to increase and retain teachers of color and American Indian teachers:

- * The district collaborates with local universities to host teacher candidates and often is able to hire them as teachers the following year.
- * The district utilizes a "Grow Your Own" program that promotes educational assistants into teaching programs.

The district is exploring and looking into future implementation of:

- * The district is exploring education courses for high school students.
- * The district is in the planning phase of establishing staff affinity groups in order to retain staff of color.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Students enrolled in PreK3 and PreK 4 will show growth in all assessed areas as measured by TSGold assessments given in the Fall of 2019 and Spring of 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

With the implementation of TSGold, staff and the committee were able to look at TSGold assessment data for PreK 3 and PreK 4. The TSGold assessment is given three times a year-Fall, Winter and Spring. The data is broken down by student groups and analyzed by many stakeholders including teachers, families, administration, and World's Best Workforce committee. Unfortunately, due to the COVID-19 pandemic, the Spring assessment was not given to students. There were many strategies in place to support this goal. These included monthly data meetings for the PreK 3 and PreK 4 teachers, implementation and alignment with the Creative Curriculum, and alignment with the K-5 Leadership teams for Literacy and Math

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Increase reading proficiency by 5% for third grade students from all ethnic groups as measured by the MCA Reading in 2019-2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

To determine the need in this goal area, FastBridge, MCAs, and local assessments were used. All data points were disaggregated by race, gender, EL, Special Education, and Free and Reduced Lunch. There are many strategies and supports in place for literacy in the elementary schools. All classrooms in grades K-5 implement AVID Elementary. AVID supports note-taking, critical reading, inquiry, writing, and family engagement. All classrooms implement PRESS. PRESS is a research-based intervention to support students with phonics, fluency, and comprehension. Schools implement PLCs to focus on data, instruction, and standards.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

The achievement gap in Columbia Heights Public Schools will decrease by 8% in the 2019-2020 school year as measured by the MCA reading in grades 3-11.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to Report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Student assessment data was used to identify needs in this area. This included MCAs, FastBridge, local assessments, and the climate survey. Data is disaggregated by race (American Indian, Asian, Black, Hispanic, Two or More Races, and White). Strategies to support this goal is focused on equity. The district has focused on Equity in two ways. Equity is embedded in all work including but not limited to literacy, math, scheduling, and family engagement. Equity also is intentional. This includes required and optional professional development, district and building leadership teams, book clubs, and family engagement. AVID is another intentional way to address the achievement gap in the district. AVID is K-12 in Columbia Heights. Another strategy to support closing the gap is focused on family engagement. Building a partnership with families to support student academics and social emotional well being is key to success for each and every student.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

Increase the percentage of students by 10% overall that reach proficiency on the following benchmarks: MCA reading at 4th, 7th, and 10th and MCA math at 5th, 8th, and 11th.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Student achievement data was used to determine the needs in this goal area. Besides the MCAs, Fastbridge, PSAT, SAT/ACT, AP exams, and other local assessments were used. Data was disaggregated by race, special populations (EL and Special Education), and Free and Reduced lunch for most assessments. Columbia Heights Public Schools has AVID K-12 throughout the district. AVID has a focus on writing, inquiry, collaboration, organization, and reading. Focused note-taking, critical reading strategies, and higher level thinking has been a focus in all buildings. A systematic approach to look at data and provide interventions has started in the district. Teachers attended professional development and began systematic research-based interventions K-8 in reading and/or math. Another district-wide strategy is PLCs. PLC implementation in Columbia Heights has become a priority and focus for goals, professional development, and support. Collaborative teams are focusing on standards and instruction to support students with achievement.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Increase graduation rate by 2% from 2018-2019 to 2019-2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

The Minnesota Department of Education (MDE) has not yet released the 2020 Graduation Rates. The graduation rate for Columbia Heights High School in 2019 was 84.1 percent. The overall graduation rate for Minnesota was 83.7 percent in 2019. The District will post the 2020 results online when they are released.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

The teachers, staff, and administration use Naviance to track if students are on track for graduation. Administration also uses checkpoints throughout the semester to ensure students are passing classes. The data is disaggregated by grade and also by ethnicity and special populations. Strategies implemented in Heights include but are not limited to Naviance, Columbia Heights High School also uses AVID, Check and Connect, College Possible, College Readiness classes, Ramp Up to Readiness, and advisory to support students with graduation. To ensure students are on the path for graduation, High School administration and teachers meet with students and monitor their progress frequently. Columbia Heights' American Indian Specialist ensures all American Indian students are on track for graduation. The American Indian Parent Advisory Committee sets a goal of 100% graduation of American Indian students each year.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2018-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

This section is only required for districts with an [approved Achievement and Integration plan during the 2019-20 school year](#). If your district does not have an MDE approved Achievement and Integration plan, click on the Back button at the bottom to return to question #4 and ensure you indicated your district does not have an MDE-approved A&I Plan for the 2019-20 school year.

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

To decrease the overall Columbia Heights Public Schools achievement gap on the Reading Minnesota Comprehensive Assessment between white and non-white students by 20% from 19.6% to 15.6%. by June 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

21.6% gap in reading between white and non-white students as measured by MCA.

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

Unable to Report

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

The MCA reading data is used for this measure. The district disaggregates MCA data by grade, race/ethnicity, special education and English learner. The district uses multiple metrics based on A and I strategies found in the district plan; effective family engagement through bilingual liaisons, communication tools, culturally relevant professional development, progress monitoring and literacy interventions.

The strategies in place are Culturally relevant family engagement, Professional Development and Coaching to Reduce Disproportionalities in Discipline. In the 2019-2020 school year, Columbia Heights Public Schools implemented the Innocent Classroom professional development at Highland Elementary School for all licensed staff. Prior to COVID-19, the school experienced increases in positive school climate and decreases in discipline.

Do you have another Achievement goal?

No

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

To increase access and opportunity to academic programming that will prepare students to be college and career ready, resulting in an increase in academic achievement from 36% to 60% in Reading by June of 2020 as measured by the Minnesota Comprehensive Assessments.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

36% Reading proficiency as measured by the MCA

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”

Unable to Report

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

The MCA reading data is used for this measure. The data is disaggregated by grade, race/ethnicity, and school. We also disaggregate this data to view proficiency of students with special needs and English learners.

The strategies used to provide opportunity and access to students are AVID K-12, Early College courses, integrated summer programs, learning experiences outside of the classroom, and professional development that targets both academic achievement and culturally relevant practices.

Do you have another Integration goal?

No

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

(Narrative is required. 200-word limit.)

Columbia Heights Public Schools (CHPS) and St. Anthony New Brighton Schools (SANB) collaborate on integrated programming called Summer Seminar. The Summer Seminar program usually consists of an intensive writing course and an Algebra focused course. This past summer due to the COVID-19 pandemic, only the writing course was offered. This virtual course was made up of a mix of incoming 9th grade students from both districts and is co-taught by teachers from CHPS and SANB. The course was designed to be intensive and supportive. The class was focused on community building, preparing for high school, and culturally relevant writing. Teachers incorporated culturally relevant text and experiences for students to feel seen, valued, and heard. The virtual class was impactful to students and staff.

Impacts from Distance Learning

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

(Narrative is required. 200-word limit.)

During the spring of 2020, in person learning ceased and CHPS launched distant learning.

* The Cultural Liaisons worked tirelessly to ensure multilingual communication was occurring between schools and homes.

* Technology devices and hot spots were distributed to ensure students had equitable access to school.

* Packets and academic materials were mailed or delivered to homes.

* Unable to collect Spring assessment data (MCAs, FAST, SAT)

* College and Career Specialist led AP testing online with High School students

Adjustments to 2020-2021:

* Professional Development on virtual instruction

*Ensure equitable access

*Increased virtual collaboration

*Equitable grading practices

-Family Engagement

-surveys

--virtual meetings

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607451496_5fcfc3683fb218.55678714&sg_navigate=start