



## LEA Confirmation of a Title I Schoolwide Program

Completion and approval of this form confirms that the local educational agency (LEA) has reviewed and has on file the current comprehensive school improvement plan and other documentation that meets all listed Schoolwide requirements for the identified Title I school. The school may use the Title I Schoolwide Plan template available from the Minnesota Department of Education (MDE) website and/or an alternative format to document full compliance.

School Name: **Columbia Academy & Virtual Heights 6-8**

School Year (202X-202Y): **2023-2024**

LEA Name and Number: **Columbia Heights Public Schools ISD #0013**

### Eligibility to operate a Title I 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 qualified for free or reduced-price (FRP) lunch
- ☐ requested and received a state waiver of the 40 percent requirement

### Schoolwide School Improvement Summary

Identify up to three strategies (using all available resources, not just Title I) as part of a comprehensive effort to improve the entire school program for all students and accelerate the progress of students who would otherwise be eligible for Title I Targeted Assistance services. [The available space to identify each strategy is limited to one line.]

1. Enhance structured literacy instructional framework by providing strong grade level instruction
2. Provide strong Tier 1 math instruction aligned with grade level standards
3. Strengthen PLCs to improve and align Tier 1 instruction and provide Tier 2/3 support.

Describe how Title I, Part A funds are or will be used as a part of the comprehensive school improvement plan rather than focused solely on interventions for students not meeting academic standards. Clarify what could not be accomplished with Targeted Assistance services. [Limit response to 500 characters including spaces.]

Strengthening Tier 1 instruction will be a focus through collaborative, vertical time for staff to align the scope and sequence to standards. Funds will also be used to support research based professional development and resources focused on the Science of Reading. Math instruction and resources will be strengthened through the partnership with the Regional Center for Excellence and vertical alignment 6-12. Family Engagement will provide families more information about their students' academics.

### Compliance with Title I Schoolwide Requirements

#### 1. Stakeholder Engagement

The Schoolwide plan:

- a. identifies families, staff and other stakeholders involved in the development or revision of the plan;
- b. is supported with documentation of the stakeholder activities to develop the plan.

## 2. Comprehensive Needs Assessment or Annual Evaluation

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;
- b. identifies the prioritized school need(s) and the hypothesized root cause(s) to be addressed.

## 3. School Improvement Strategies

The Schoolwide plan:

- a. identifies up to three evidence-based strategies for school improvement;
- b. describes how the strategies:
  - i. strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and
  - ii. address the needs of all students in the school and particularly the needs of students at risk of not meeting academic standards.

## 4. Implementation Plan

The Schoolwide plan identifies the sequence of action steps and, for each action, the staff responsible, resources needed and anticipated timeframe to implement each strategy.

## 5. Annual Evaluation Plan

The Schoolwide plan:

- 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.

## 6. Communication Plan

The Schoolwide plan identifies how the plan will be communicated and made available to school staff who will carry out the plan, families being served and other stakeholders in a format and language that all can understand.

## School Certification of Compliance

School Principal's Name: Duane Berkas

Email: [berkasd@colheights.k12.mn.us](mailto:berkasd@colheights.k12.mn.us)

School Principal's Signature:



Date: August 16, 2023

## LEA Confirmation of Compliance and Approval

LEA Official's Name: Zena Stenvik

Title: Superintendent

LEA Official's Signature:

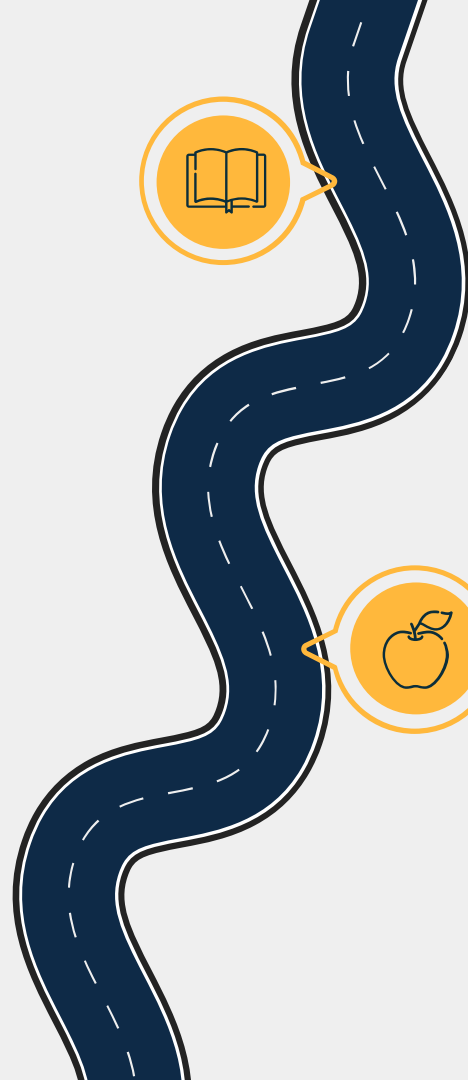


Date: August 16, 2023

# **Columbia Academy & Virtual Heights 6-8 2023-2024**

School Goals for Math, Literacy, & Family Engagement

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**01**

**Introductions, Data Review,  
Needs Assessment,  
Root Cause Analysis**



# Title Plan Development Team



<b>Students</b>	None
<b>Families</b>	Shannon Knight Sara Georges Jennie Bradd
<b>School Staff</b>	Nick Rohne Alison Humpal Jennie Bradd Troy Sagdalen
<b>District Staff</b>	Emily Gartner
<b>Administration</b>	Duane Berkas Leslee Sherk



# Data Review

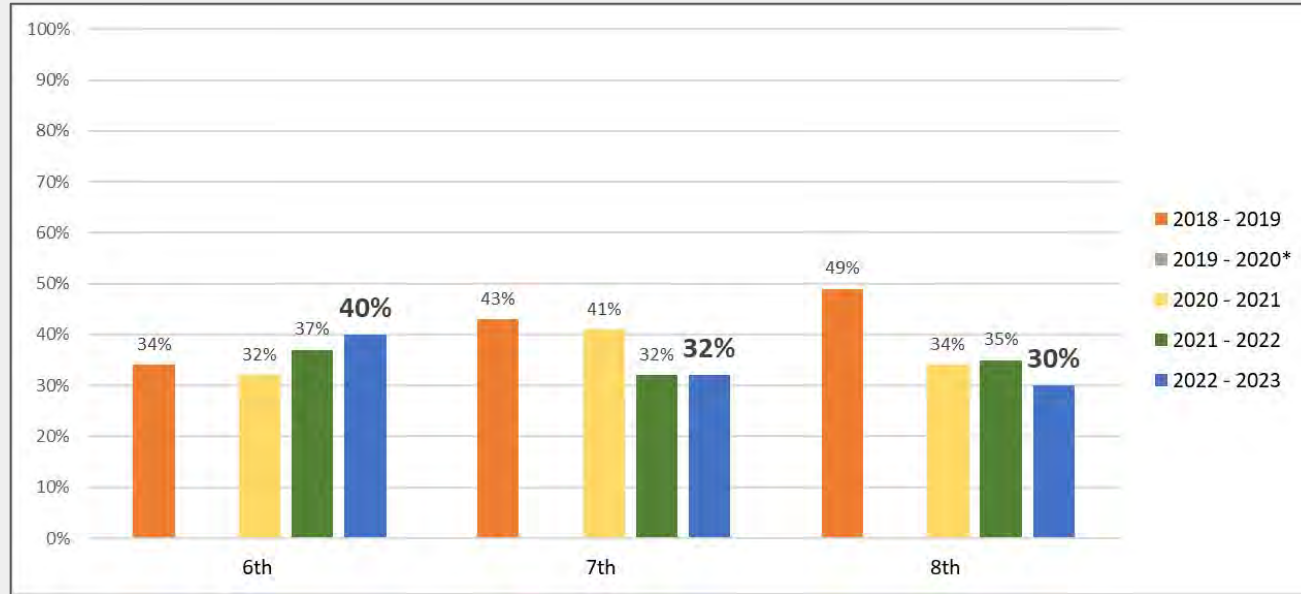
Review School Data to look for:

- Bright Spots (Successes)
- Trends
- Areas of Growth (Needs)
- Wonderings



# Data Review: Columbia Academy

## Spring FastBridge *Literacy Proficiency*

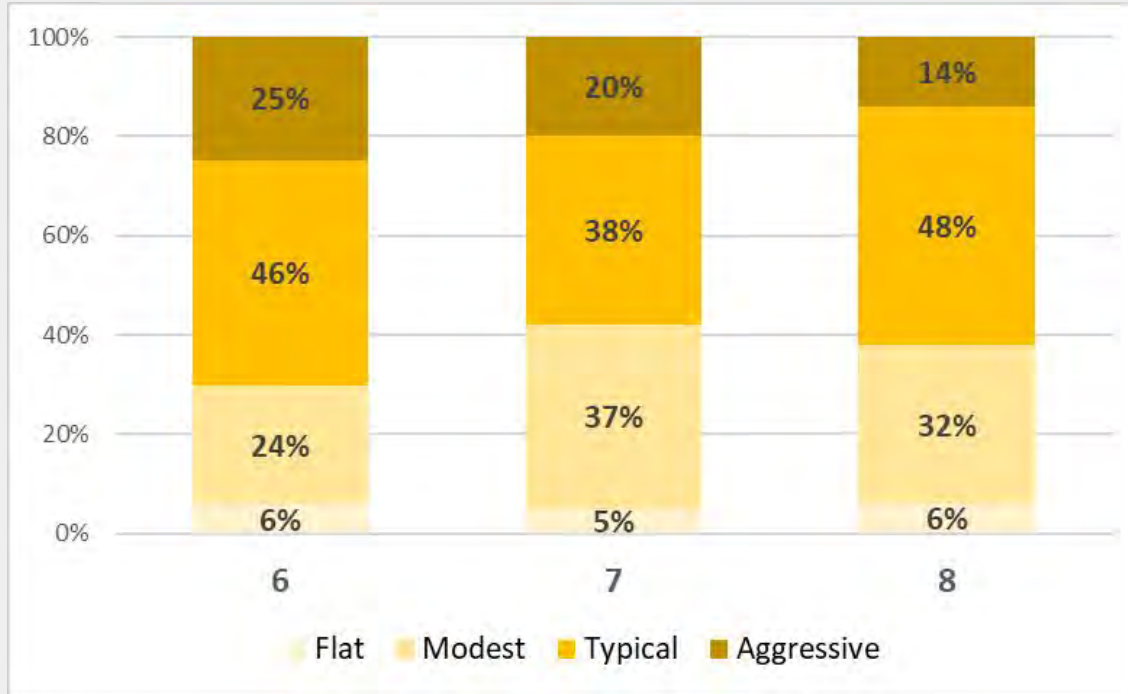


Grade level data is shown over four years (not following a cohort).

\*No data from spring 2020 due to COVID-19

# Data Review: Columbia Academy

2022-23 FastBridge *Literacy Growth* (Fall to Spring)



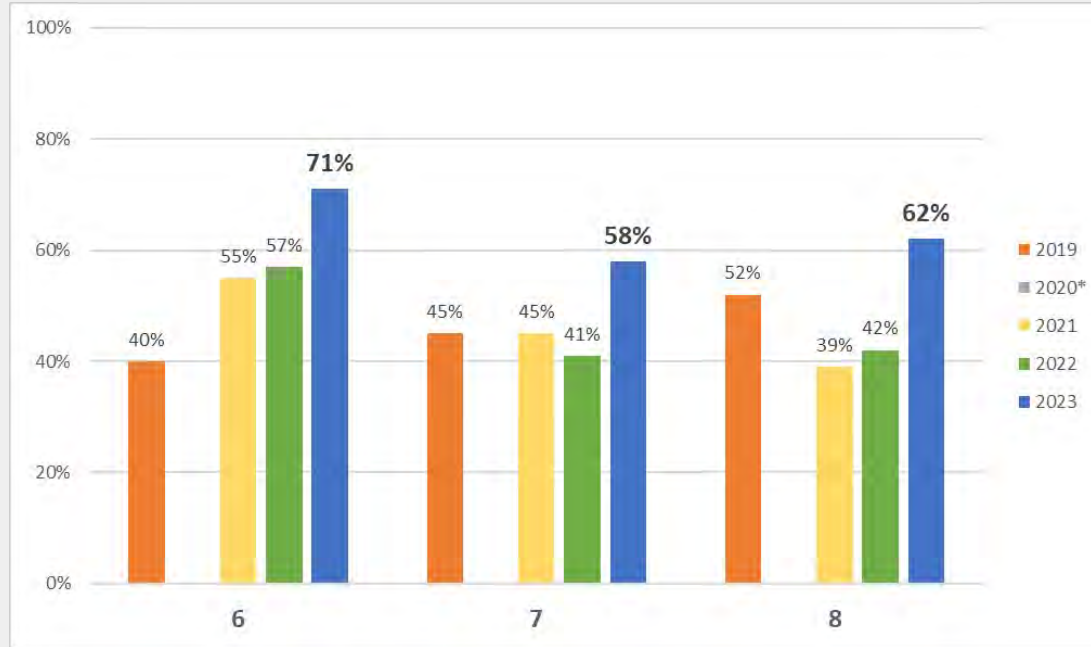
Students in grade 6 showed the most aggressive and typical growth (71%) followed by students in grade 8 (62%)

Growth is calculated based on the student's starting fall aReading score and how students at the same starting score performed over the year nationwide.



# Data Review: Columbia Academy

## *FastBridge Literacy Growth Trends*



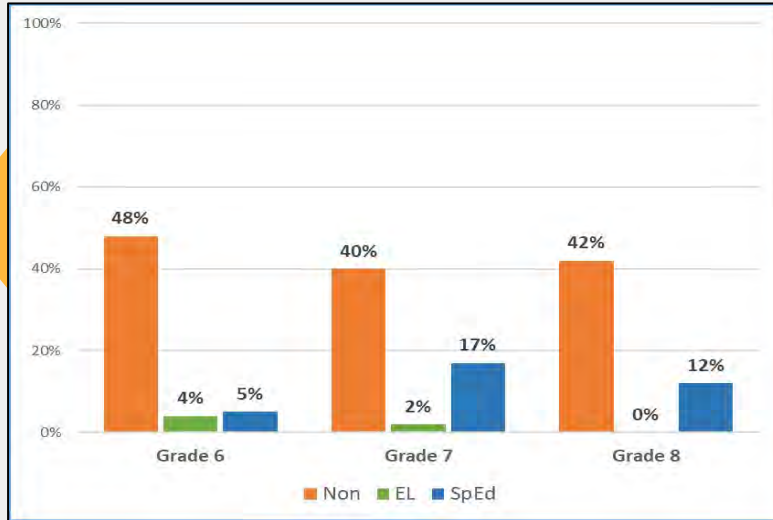
Above shows the percentage of students making **aggressive or typical growth** in literacy from fall to spring at CA.

\*No data from spring 2020 due to COVID-19

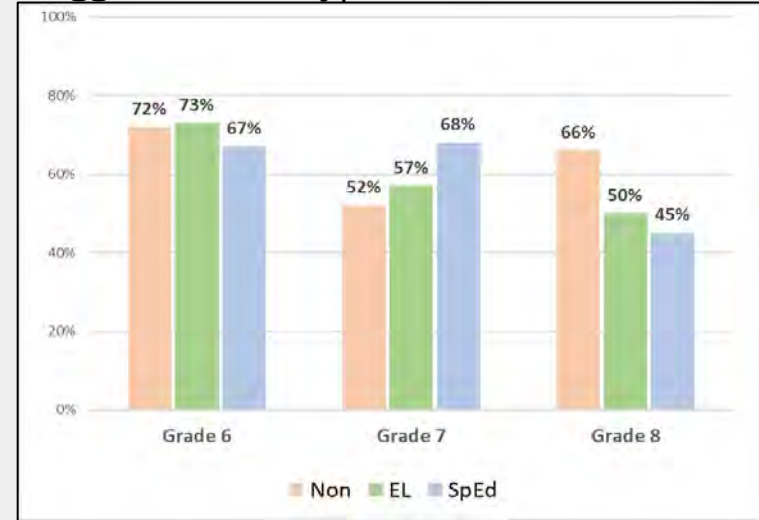
# Data Review: Columbia Academy

## 2022-23 FastBridge *Literacy by Demographic*

### % Spring Proficiency



### % Aggressive and Typical Growth



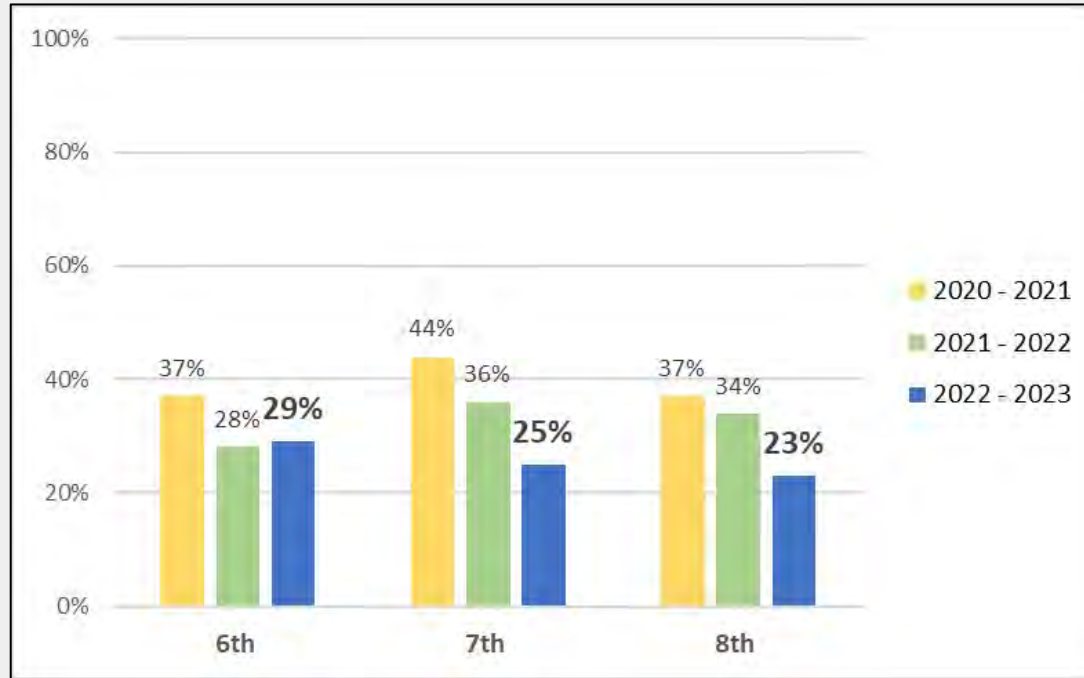
### 2022-23 CA Demographics:

35.5% EL

15.2% SpEd

# Data Review: Columbia Academy

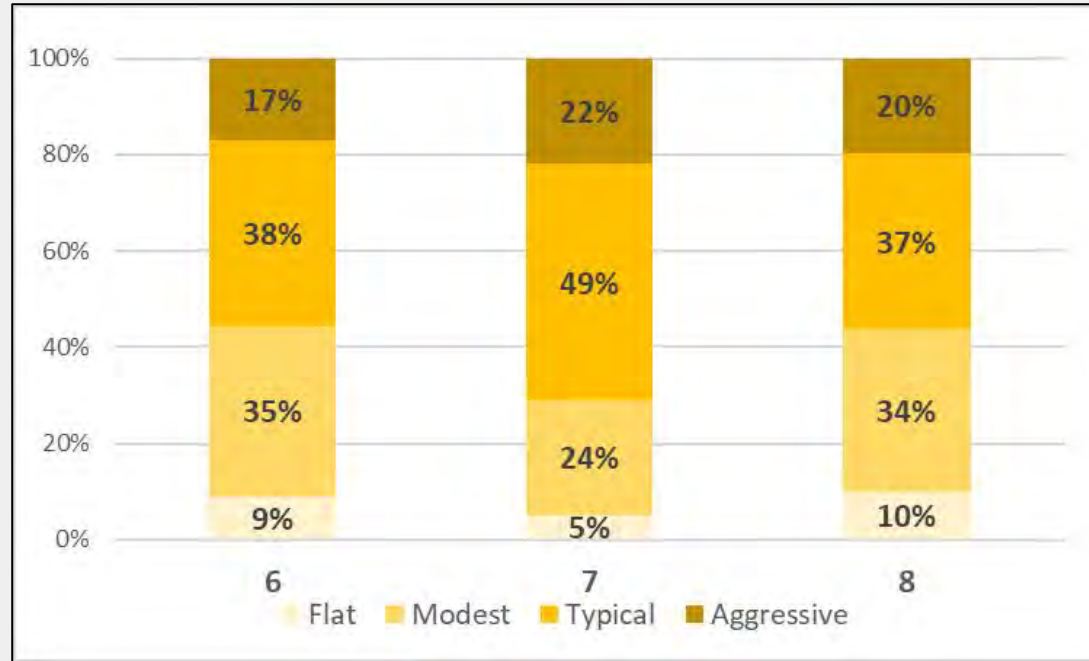
## Spring FastBridge Math Proficiency



Grade level proficiency data is shown over three years (not following a cohort).

# Data Review: Columbia Academy

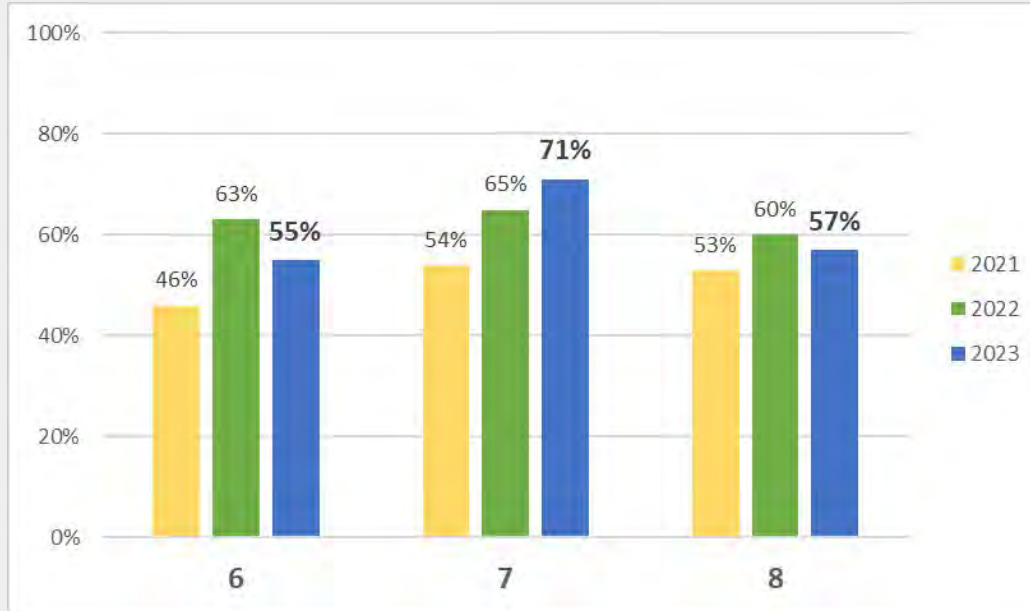
2022-23 FastBridge *Math Growth* (Fall to Spring)



Students in grade 7 showed the most aggressive and typical growth (71%) followed by students in grade 8 (57%)

# Data Review: Columbia Academy

## FastBridge Math Growth Trends



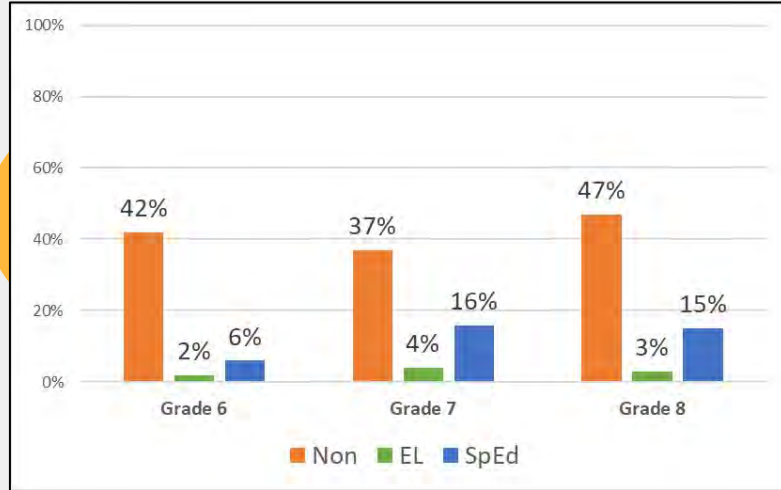
Above shows the percentage of students making **aggressive or typical growth** in math from fall to spring at CA.

\*No data from spring 2020 due to COVID-19

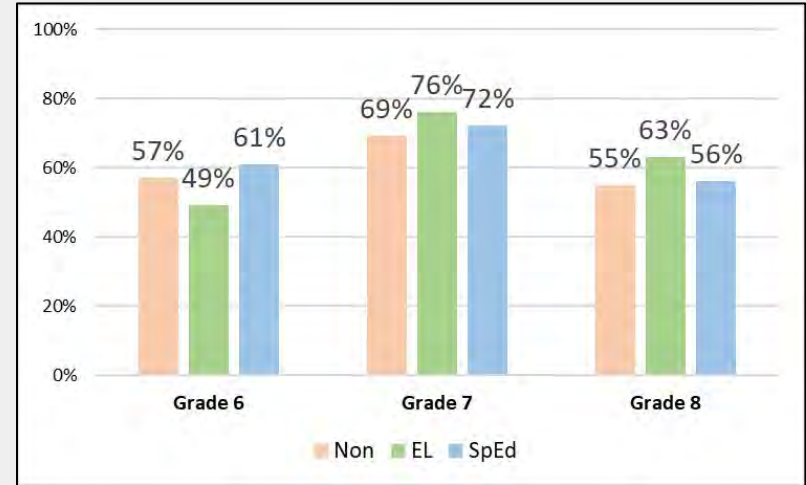
# Data Review: Columbia Academy

## 2022-23 FastBridge Math by Demographic

### % Spring Proficiency



### % Aggressive and Typical Growth



### 2022-23 CA Demographics:


35.5% EL

15.2% SpEd



# Comprehensive Needs Assessment


**Successes:** After reviewing the data, what **successes** have been identified by the team?

- Typical to aggressive growth is encouraging, especially amongst EL and SpEd students (in both Literacy and Math)
  - Higher growth in Literacy in 2022-2023 than previous years
  - Emphasized growth with students, many students were motivated to see their growth
  - Use of the data wall by teachers (would be interesting to track by cohort)
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# Comprehensive Needs Assessment

**Prioritized Concerns:** After reviewing the data, what **concerns** were noted?


- Proficiency is still not where we want it to be for both Literacy and Math
  - Aggressive growth gets smaller over the years, and is not as high as we need it to be for students to become proficient (most aggressive growth happens in 6th grade in Literacy) -
  -
- 





# Root Cause Analysis

What factors contributed to higher aggressive and typical growth in some grade levels, classrooms, or student groups?

- Growth decreases as students move up in grades; how do we identify barriers in 6th grade for students not making growth at that point?
  - Many new students receiving EL services (more than ever)
  - Developmental changes from 6th grade to 7th and 8th; behavior changes, motivation may become a bigger factor
  - Math skills build on each other; if students don't master skills, they become further behind as skills build
  - Access to additional resources for students who don't receive EL and SpEd services
  - Lack of fluency in both Literacy and Math
- 



**02**

# Goals 2023–2024





## **Academics & Equity**

1. Enhance the structured literacy instructional framework in all schools by providing strong grade level Tier 1 instruction and amplifying Tier 2 and 3 support.
2. Provide strong grade level Tier 1 math instruction.
3. Strengthen PLCs to improve and align Tier 1 instruction and provide strategies for Tier 2 and 3 support.

# Strategy 1:

## Literacy Instruction

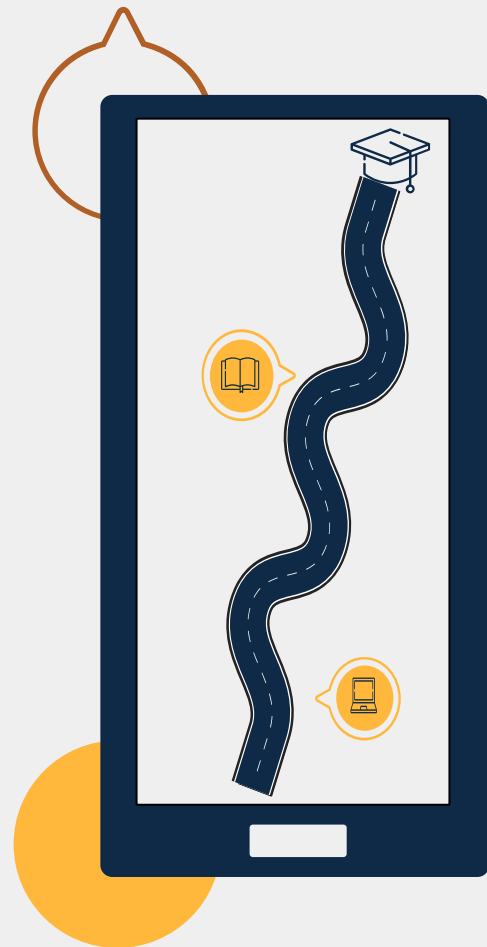
Enhance the structured literacy instructional framework in all schools by providing strong grade level Tier 1 instruction and amplifying Tier 2 and 3 support.

- ★ Grade level, approved, equitable curriculum, aligned with identified standards, is used for whole group culturally responsive instruction (Tier 1).
- ★ Small group and individual instruction targeted to students' observed and assessed needs in specific aspects of literacy development (Tier 2 & 3).
- ★ Use of time during literacy instruction follows district guidelines based upon research.



# Literacy District Action Plan

Action Steps	Plan	Implementation Data to Monitor	Student Outcome Data to Monitor
Provide clear expectations for literacy instruction	<p>Work with Regional Centers of Excellence to align standards, review vertical progressions, and build common learning targets aligned to each benchmark.</p> <p>Align standards to district-provided ELA resources, ensuring horizontal and vertical alignment and revising scope and sequence as needed.</p>	Walkthrough Data	FastBridge Screener Grades K-10
Professional Development	Provide professional development to staff to support Tier 1 instruction during district in-service days.	Attendance Surveys/Reflections Collaborative Time	FastBridge Screener Grades K-10



# Literacy School Goal

By June 2024, students who are not proficient as measured by the Fall FAST Literacy will make aggressive growth at a rate that is at least 7% higher than the 2022-2023 school year.

By June 2024, the percentage of students who are proficient as measured by FAST Literacy will be at least 5% higher in Spring than Fall.

2023-2023 Goal: *The percentage of students making typical or aggressive growth as measured by FAST Literacy will be 50 % or higher by the spring screening window.*



# Literacy Driver Diagram

## Aim Statement (goal from previous slide)

By June 2024, students who are not proficient as measured by the Fall FAST Literacy will make aggressive growth at a rate that is at least 7% higher than the 2022-2023 school year.

By June 2024, the percentage of students who are proficient as measured by FAST Literacy will be at least 5% higher in Spring than Fall.

### Primary Drivers

The big topics/areas that need to be addressed in order to achieve the aim.

Communicating and partnering with families about skills that can be supported at home.

Communicating with students about their academic performance .

Grading practices that more accurately reflect students' academic proficiency..

Build teachers' knowledge around literacy best practices in all content areas.

### Secondary Drivers

What needs to be in place to influence the Primary Drivers?

Standards work to align horizontal and vertically and build standards progressions 6-12. .

### Change Ideas

Ideas you'd like to test, that are expected to help achieve the aim.

Create one-pagers for families that shares benchmark, student data, and ideas for supporting at home.

Schedule meetings (beyond conferences) with families of students who are not making growth.

Admin conferences with students who are not demonstrating growth.  
Continue to celebrate students who are demonstrating growth.

Through collaborative time standards work, move toward standards-referenced grading

Science of Reading short course for EL, ELA, SpEd (and Social Studies, and Elective Teachers?)

# Literacy School Action Plan

<b>Action Steps</b> <i>Change ideas expected to positively influence the drivers.</i>	<b>Plan</b> <i>How will action steps be carried out? Who is responsible?</i>	<b>Implementation Data to Monitor</b> <i>How and when will implementation be monitored?</i>	<b>Student Outcome Data to Monitor</b> <i>How and when will student outcomes be monitored?</i>
Create one-pagers for families that shares benchmark, student data, and ideas for supporting at home.	Literacy team will develop a template with support from TL	Three times a year after FastBridge	Quarterly with Fastbridge
Schedule meetings (beyond conferences) with families of students who are not making growth.	Ongoing meetings take place on quarterly basis	Meeting records throughout school year	Meeting records throughout school year
Admin conferences with students who are not demonstrating growth.	Ongoing meetings take place on quarterly basis	Meeting records throughout school year	Meeting records throughout school year
Continue to celebrate students who are demonstrating growth.	Literacy Team will plan celebrations for FB scores	Student FB data, events throughout school year	Student FB data, events throughout school year
Move toward standards-referenced grading	Work with TL on District days		
Science of Reading short course for all teachers except the Arts, PE, and Math	District and Data days	Course completion	Course completion
PD for all teachers in the EL best practices	Ongoing during Staff/PD sessions at CA	EL PD sessions Walkthroughs throughout school yr	ACCESS and FB scores
PD for all teachers in the MCP best practices	Ongoing during Staff/PD sessions at CA	MCP PD sessions Walkthroughs throughout school yr	TBD



## Strategy 2: Math Instruction

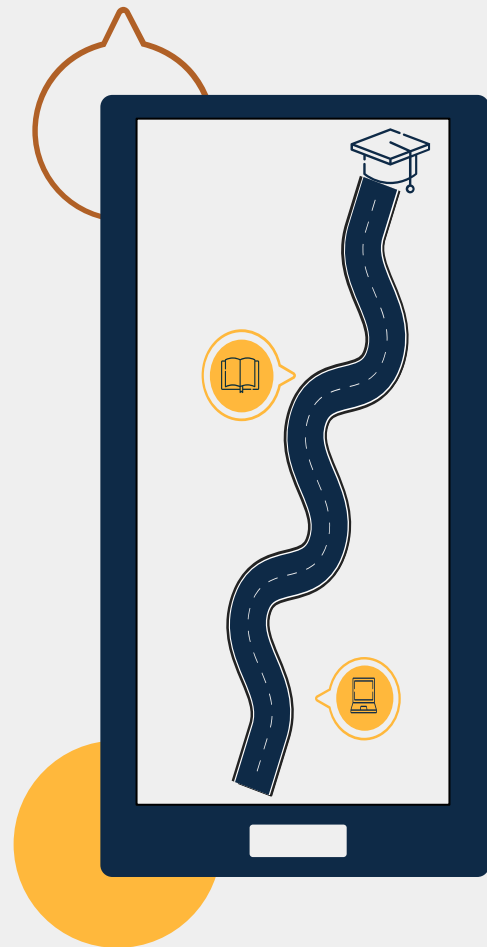
Provide strong grade level Tier 1 math instruction.

- ★ Grade level, approved, equitable curriculum, aligned with identified standards, is used for whole group culturally responsive instruction (Tier 1).
- ★ Interventions targeted to students' observed and assessed needs in specific aspects of math (Tier 2 & 3).



# Math District Action Plan

Action Steps	Plan	Implementation Data to Monitor	Student Outcome Data to Monitor
Provide clear expectations for math instruction	The expectation for district-approved curriculum to be used for Tier 1 instruction will be clearly communicated to all new and returning staff.	Walkthrough Data	FastBridge Screener Grades K-9
Math Pathway	Collaborate with CA and HS Math teachers and admin to support an articulated math pathway from middle to high school for all students.	Pathway shared with staff and families	Registration for 2024-2025



# Math School Goal

By June 2024, students who are not proficient as measured by the Fall FAST Math will make aggressive growth at a rate that is at least 7% higher than the 2022-2023 school year.

By June 2024, the percentage of students who are proficient as measured by FAST Math will be at least 5% higher in Spring than Fall.



# Math Driver Diagram

## Aim Statement

(goal from previous slide)

By June 2024, students who are not proficient as measured by the Fall FAST Math will make aggressive growth at a rate that is at least 7% higher than the 2022-2023 school year.

By June 2024, the percentage of students who are proficient as measured by FAST Math will be at least 5% higher in Spring than Fall.

### Primary Drivers

The big topics/areas that need to be addressed in order to achieve the aim.

### *Standards Alignment 6-12 with RCE*

Communicating and partnering with families about skills that can be supported at home..

Daily formative assessment to guide instruction

.Cyclic review and assessment

### Secondary Drivers

What needs to be in place to influence the Primary Drivers?

Guidance from RCE, District Day time to meet across grade levels.

Identify skills

.Develop helpful diagnostic questions

Plan for long term memory that includes spaced lessons and cumulative assessment

### Change Ideas

Ideas you'd like to test, that are expected to help achieve the aim.

Unit planning supported by RCE.

.Daily homework-fluency practice

Simplify through outside resources.

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# Math School Action Plan

<b>Action Steps</b> <i>Change ideas expected to positively influence the drivers.</i>	<b>Plan</b> <i>How will action steps be carried out? Who is responsible?</i>	<b>Implementation Data to Monitor</b> <i>How and when will implementation be monitored?</i>	<b>Student Outcome Data to Monitor</b> <i>How and when will student outcomes be monitored?</i>
Align standards	Standards Alignment 6-12 with RCE	Changes to unit structure	Performance on unit tests
Family support	Communicate student performance level on FastBridge to parents and provide review/fluency homework	Communication has been sent Homework expectations	Student performance on math fact fluency
Formative Assessment	Teachers use diagnostic formative data to inform instruction	Common Diagnostic question database	Student performance on unit quizzes, tests
Cyclic review	Use ongoing cumulative testing to insure long-term memory	Questions and assessments	Student performance on FastBridge and MCA



## Strategy 3: PLCs

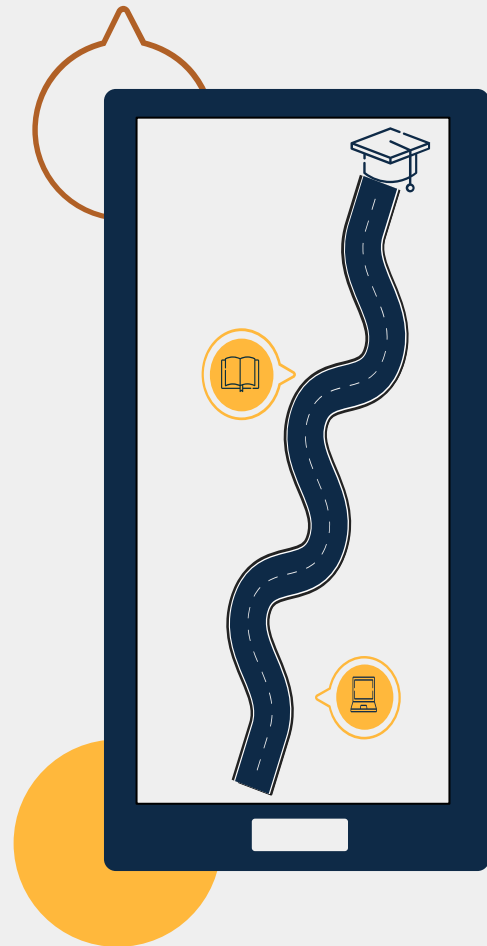
Strengthen PLCs to improve and align Tier I instruction and provide strategies for Tier 2 and 3 support.

- ★ Fully implement Professional Learning Communities (PLCs) using the Strategy Implementation Guide (SIG).
  - ★ Provide opportunities for PLCs to meet vertically.
- 



# PLC District Action Plan

Action Steps	Plan	Implementation Data to Monitor	Student Outcome Data to Monitor
Provide PLC expectations and calendar	Create and share one-pager for expectations of how often PLC teams meet.	Attendance/Calendars	N/A
Provide PLC templates and supporting documents	Update and share PLC templates and supporting documents on T&L site.	Use of documents in grade level/content area shared folders, accessible by building administrators.	N/A
Support PLCs as requested.	Check in with admin teams to monitor PLC progress and join PLCs as requested.	Attendance/Calendars	N/A



# PLC School Goal

By June 2024, the percentage of teams Meeting or Exceeding the use of CFAs will be 75% by the end of the 2023-2024 school year as measured by the SIG





# PLC Driver Diagram

## Primary Drivers

The big topics/areas that need to be addressed in order to achieve the aim.

## Secondary Drivers

What needs to be in place to influence the Primary Drivers?

## Change Ideas

Ideas you'd like to test, that are expected to help achieve the aim.

## Aim Statement

(goal from previous slide)

By June 2024, the percentage of teams Meeting or Exceeding the use of CFAs will be 75% by the end of the 2022-2023 school year as measured by the SIG

Give teachers more ideas for what could be assessed and how.

Weekly meeting times  
Identify CFP in PLC notes.

Gather more ideas around formative assessment options for literacy in content area, provide PD

Build in more conversation around assessment, student work that can be brought to PLC. .

Agreement for the future PLC Assistance to singleton PLCs.

Build in checkpoints where team members will bring in student CFA work to discuss. .

# PLC School Action Plan

<b>Action Steps</b> <i>Change ideas expected to positively influence the drivers.</i>	<b>Plan</b> <i>How will action steps be carried out? Who is responsible?</i>	<b>Implementation Data to Monitor</b> <i>How and when will implementation be monitored?</i>	<b>Student Outcome Data to Monitor</b> <i>How and when will student outcomes be monitored?</i>
Gather more ideas around formative assessment options for literacy in content area, provide PD.	Literacy Leadership team with TL will provide PD Teachers implement Admin monitors	Meetings with TL	Fastbridge and MCA Grades Scores
Build in checkpoints where team members will bring in student CFA work to discuss.	CFA, checkpoints, data, and discussion are in PLC notes	PLC visits when possible by Admin and Building Coach Check PLC notes	Fastbridge and MCA Grades Scores



03



# Family Engagement 2023–2024

# Climate Survey Data Review

Review Student and Family Data to look for:

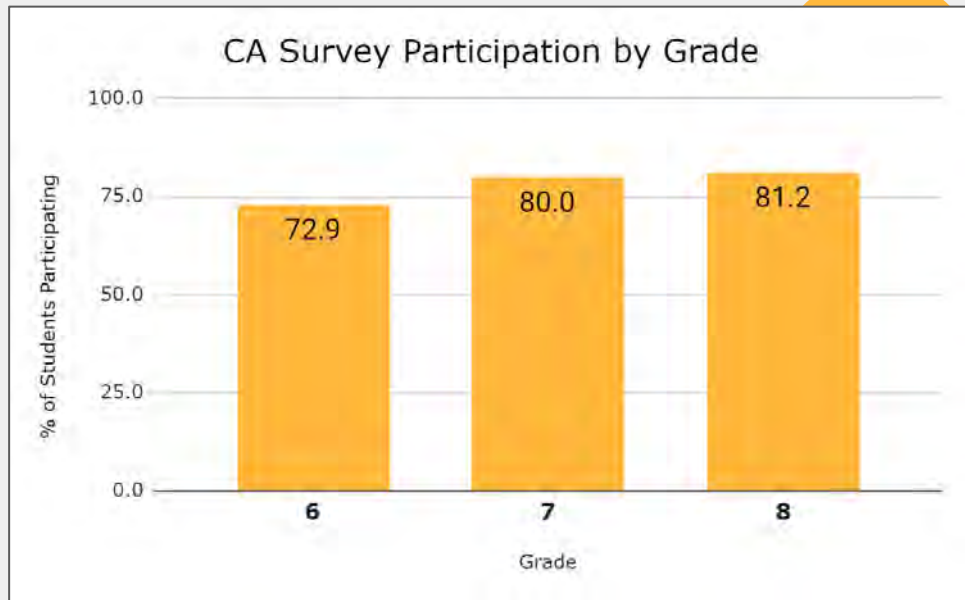
- Bright Spots (Successes)
- Trends
- Areas of Growth (Needs)
- Wonderings



# Data Review: Columbia Academy

## *Spring 2023 Climate Survey Results*

Survey	Population	Rate
Student	Grades 6 -8	560 Students
Family	All CA Families	101 Families



# Data Review: Columbia Academy



## Spring 2023 Climate Survey Results: *Student Summary*



**84%**

Percent of students who always or almost always care about doing well in school



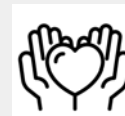
**35%\***

Percent of students who strongly agree or agree that school rules are fair



**80%**

Percent of students who agree or strongly agree that things learned in school are useful



**55%**

Percent of students who strongly agree or agree that teachers care about students at their school

\*44% of CA students responded "neutral" to this question

# Data Review: Columbia Academy



## Spring 2023 Climate Survey Results: *Student Summary*



**55%**

Percent of students who agree or strongly agree that they feel safe at school



**64%**

Percent of students who feel good about themselves very often or almost always



**64%**

Percent of students who plan to attend a two or four-year college/university after high school graduation



**56%**

Percent of students who express their feelings appropriately very often or almost always

# Data Review: Columbia Academy

## Spring 2023 Climate Survey Results: *Family Summary*



80%

Percent of families who agree that  
school/ **program rules are fair**



93%

Percent of families who agree that  
**communication is easily accessible** by school/program



80%

Percent of families who agree that  
their student feels **physically safe**  
within the program/ school  
(classroom, hallways, bathrooms, etc.)



77%

Percent of families who agree that  
**teachers provide useful feedback** to support learning



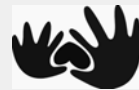
# Data Review: Columbia Academy

## Spring 2023 Climate Survey Results: *Family Summary*



78%

Percent of families who agree that adults help students think about **how** to handle difficult situations



88%

Percent of families who agree or strongly agree that **adults at CA** help their student learn and grow



75%

Percent of families who agree that the school/program teaches students how to **express emotions in constructive ways**



92%

Percent of families who agree or strongly agree that their **student has friends at school**

# Comprehensive Needs Assessment

**Successes:** After reviewing the data, what successes have been identified by the team?

- Communication is rated highly by families
- High percentage of families report that adults at CA help their student learn and grow
- High percentage of families report their student has friends at school

**Prioritized Concerns:** After reviewing the data, what concerns were noted?

- Percentage of student reporting that teachers care about them is lower than we would want
- Percentage of students reporting that they feel safe at school is lower than we would want

**Areas to focus in on this year:** After reviewing the data, what are goals for Family Engagement this year?

- Stronger home-school connections to support learning and increase success in school

# Supporting a Strong Partnership with Families

Staff and Schools...	Events Continuing from Previous Years	New Opportunities
Honor and recognize families' funds of knowledge	RISE UP breakfasts Academic Night Celebration AVID night	Find ways to engage our families who are new to country (cultural potluck? Events in Spanish interpreted to English?)
Connect family engagement to student learning/development	Family seminars around relevant topics (e.g., use of technology)  REACH  Zoom Q&A Sessions presented with Spanish interpreters	Provide more information to families about students' academic level and how families can support at home  Expand Zoom Q&A sessions for all families Quarterly conferences
Engage families as co-creators	Work closely with PTO Work closely with District through Family Liaison (REACH, Job Fairs, etc.)	Engage families as co-creators of school policies (technology)
Create a welcoming culture	5th Grade Family Nights Joint Band Concerts	

# Strategies to Reach Each and Every Family

What strategies will you try this school year to reach each and every family at your school?

- 

- Get correct phone numbers from parents and continue to update throughout the school year

- STAR teachers have point of contact in first two weeks of school

- All teachers reaching out to parents with grades below C

- Send home grades via email every two weeks

- Weekly newsletter and phone call to all parents

- Daily outreach from Family Liaison