

Form A2 – School Improvement Plan

Principal: Mr. Scott Taylor

Assistant Superintendent: Dr. Kim Hiel

School: Park Brook

Date: 2016-17

The School Improvement Plan priorities focus on three areas: **reading, mathematics, and student behavior**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction, (3) student behavior; and, if applicable, (4) a graduation rate goal.

Guidelines

- (1) The district will insert the baseline data prior to the scheduled site improvement meeting with the Research, Assessment and Accountability Department.
- (2) The district will insert the basic and transformational goals at the start of school using the 2015-16 cohorts. Students enrolled for the 2015-16 school year make up each cohort.
- (3) Basic goals represent reasonable student progress or improvement based on trends. Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (4) General Color Coding Key (most data tables include a more specific key):

Far Below Basic Goal	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (5) Site team should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
 - a. What did the data tell you about your current state? What were things the data did not tell you?
 - b. What adult practices might be the cause of the data?
 - c. What are the root causes of the data concerns that will be addressed in action plans?
 - d. What research-based actions, strategies, and interventions will support students in meeting the goals?
 - e. What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)?

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Priority One: READING		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>					
Column Header	Definition						
Avg of 2014 & 2015	This includes only students who were "at-risk" or at "some risk" based on the fall LNF, LSF or ORF screening. The value reported is the percentage of these students who were "low risk" by spring (average of Spring 2014 and Spring 2015)						
Basic Goal	Reduce at-risk and some risk by half in four years (minimum = 40%)						
Transformational Goal (Trans)	Reduce at-risk and some risk by half in two years (minimum = 50%)						
2016 Results	Percentage of students low risk in Spring 2016						
Avg of 2015 & 2016	Average percentage of students low risk - Spring 2015 and Spring 2016						
Color Coding	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% from Basic Goal	<5% from Basic Goal	Met Basic Goal	Met Transformational Goal	
% Low Risk	2015-16 Baseline, Goals and Results				2016-17 Baseline and Goals		
Group	Avg of 2014 & 2015	2016 Basic	2016 Trans.	2016 Results	Avg of 2015 & 2016	2017 Basic	2017 Trans.
Kindergarten	19%	40%	50%	26%	30%	40%	50%
Grade 1	13%	40%	50%	42%	34%	42%	50%
Grade 2	21%	40%	50%	33%	24%	40%	50%

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Priority One: READING					Measure: MCA Proficiency (Index Rates)				
Column Header									
Results	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.								
Fall Cohort	Index rate for students tested in the previous spring and enrolled the following fall.								
Basic Goal	The lower score between the MDE index target (reduce non-proficiency by half in two years) and the district average change. The minimum goal is 25 index points.								
Transformational (Trans.) Goal	The higher of the MDE index target (reduce non-proficiency by half in two years) and the district average change.								
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational			
Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring.									
Group	2015 Results	Fall 2015 Cohort	2016 Basic Goal	2016 Trans. Goal	2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	2017 Results
All Students	55.3	41.2	45.9	55.9	48.0	46.9	51.7	60.2	
Grade 3	43.9	40.5	39.1	55.4	35.1	50.0	48.8	62.5	
Grade 4	46.4	38.6	42.2	53.9	55.7	37.2	41.7	52.9	
Grade 5	65.0	45.0	57.3	58.8	55.0	54.1	65.3	65.5	
Amln									
Asian	53.4				50.0				
Black	50.8				42.6				
Hispanic	55.9								
White	71.9				54.2				
EL	31.0				26.2				
Spec Ed	15.4				22.2				
F/R Lunch	50.0				46.8				
Female	57.8				50.0				
Male	53.0				46.6				

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Priority One: READING *Measure: MCA Growth (Z-Score - District)*

Color Coding for 2016 Results for Growth Z-Score Minus District					
.30 or more below Basic Goal	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal

Results are only reported if there are 10 or more students in the group.

2017 Goals			
<i>Description</i>	<i>Result</i>	<i>Basic Goal</i>	<i>Transformational Goal</i>
Well above district avg.	+ .15 and up	0.15	0.2
Above district average	+ .10 to +.14	0.1	0.15
Near district average	- .09 to +.09	0.05	0.1
Below district average	- .10 and below	0	0.1

Growth Z - District		Baseline		2016 Goals		Results	2017 Goals	
Indicator	Group	2014	2015	Basic	Trans.	2016	Basic	Trans.
Growth	All Students	-0.12	-0.04	0.05	0.10	0.14	0.10	0.15
Growth	Grade 4	-0.11	-0.20	0.00	0.10	0.32	0.15	0.20
Growth	Grade 5	-0.27	-0.09	0.05	0.10	-0.07	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.25	-0.24	0.00	0.10	0.18	0.15	0.20
Gap Reduction	Black	-0.10	-0.01	0.05	0.10	0.02	0.05	0.10
Gap Reduction	Hispanic	0.02	0.08					
Gap Reduction	White	-0.18	0.34					
Gap Reduction	EL	0.09	-0.17	0.00	0.10	0.04	0.05	0.10
Gap Reduction	Spec Ed	-0.36	-0.75	0.00	0.10	-0.28	0.00	0.10
Gap Reduction	F/R Lunch	-0.20	-0.02	0.05	0.10	0.08	0.05	0.10
Gap Reduction	Female	-0.20	0.07	0.05	0.10	0.19	0.15	0.20
Gap Reduction	Male	-0.04	-0.14	0.00	0.10	0.09	0.05	0.10

Priority One: Reading

Reading Continuous Improvement Action Plan: (add steps as needed by using tab key)

Strategies: <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Focus on Fitness	AM Brain Boost with Brain Boosts approx. every 30 min. Phonics Dance/ phonics	MCA, MAP, progress monitoring, participation	Reading teachers, classroom teachers,

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	songs to increase movement directly related to learning Before/after school fitness		principal, staff supporting Focus on Fitness
Gifted Education	Increased support from gifted education teacher to ensure all students are progressing at high levels.	MCA, MAP	Julie Pink
Vocabulary building initiatives	KAPB—morning news—word of the week—partially led by students, Provide parents with sight word rings to increase student proficiency. 5 th Grade—Social studies and Science Weekly publications that also have QR codes to increase engagement—increase of use of nonfiction reading in both of these core subjects.	MCA, MAP, weekly words of the week	KAPB staff,
Special Education	Special education was our lowest area of growth during the 2015-2016 school year. To increase academic growth, the number of special education teachers was increased along with ESP's to meet the needs. This will provide an increase in consistency with services.	Progress monitoring, review of student progress on IEP's and 3-year assessments	Child Study Team
Equity Committee	Park Brook's Equity Committee meets monthly to expand our learning in the area of race and how race impacts learning and how we should change our practice to increase academic achievement and close the achievement gap.	MAP, MCA	Equity Committee
Wellness Committee	Student engagement and voice is essential for student academic growth.	MAP, MCA	Wellness Committee
Spanish Club	Research indicates that increasing time speaking 1 st languages increase comprehension and more importantly background	MCA, MAP	Jyl Dieckhaus, Jake Engstrand

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	knowledge. In years past we have had a Hmong Club and this year we will have a Spanish Club that will meet after school		
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Priority Two: MATHEMATICS *Measure: MCA Proficiency (Index Rates)*

Column Header	
Results	Index rate for students who had a score from the previous year, were enrolled on October 1 of the next year, and tested the next spring.
Fall Cohort	Index rate for students tested in the previous year and enrolled in the fall of the next year.
Basic Goal	The lower score between the MDE index target (reduce non-proficiency by half in two years) and the district average change, with a minimum of 25.
Transformational (Trans.) Goal	The higher of the MDE index target (reduce non-proficiency by half in two years) and the district average change.

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational
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Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring. The minimum basic goal is 25.

Group	Spring 2015 Results	Fall 2015 Cohort	2016 Basic Goal	2016 Trans. Goal	Spring 2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	Spring 2017 Results
All Students	57.5	55.4	54.7	66.6	58.4	58.3	56.4	68.8	
Grade 3	51.5	52.7	54.1	64.5	56.8	59.2	60.2	69.4	
Grade 4	66.1	52.9	51.6	64.6	61.4	56.4	54.3	67.3	
Grade 5	60.0	62.1	59.7	71.6	56.9	59.5	54.8	69.6	
Amln									
Asian	59.7				67.2				
Black	51.5				46.7				
Hispanic	61.8								
White	68.8				70.8				
EL	45.7				57.1				
Spec Ed	17.9				29.4				
F/R Lunch	53.8				57.2				
Female	53.8				53.5				
Male	61.0				62.1				

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Priority Two: MATHEMATICS *Measure: MCA Growth (Z-Score - District)*

Color Coding for 2016 Results for Growth Z-Score Minus District

.30 or more below Basic Goal	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal
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Results are only reported if there are 10 or more students in the group.

2017 Goals

Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+.15 and up	0.15	0.2
Above district average	+.10 to +.14	0.1	0.15
Near district average	-.09 to +.09	0.05	0.1
Below district average	-.10 and below	0	0.1

Growth Z - District		Baseline		2016 Goals		Results	2017 Goals	
Indicator	Group	2014	2015	Basic	Transform.	2016	Basic	Transform.
Growth	All Students	0.18	-0.13	0.00	0.10	0.28	0.15	0.20
Growth	Grade 4	0.32	-0.06	0.05	0.10	0.31	0.15	0.20
Growth	Grade 5	-0.03	-0.23	0.00	0.10	0.24	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.38	-0.14	0.00	0.10	0.59	0.15	0.20
Gap Reduction	Black	0.02	-0.17	0.00	0.10	0.01	0.05	0.10
Gap Reduction	Hispanic	0.33	-0.15	0.00	0.10			
Gap Reduction	White	0.32	0.19	0.15	0.20			
Gap Reduction	EL	0.40	-0.44	0.00	0.10	0.66	0.15	0.20
Gap Reduction	Spec Ed	-0.07	-0.33	0.00	0.10			
Gap Reduction	F/R Lunch	0.10	-0.15	0.00	0.10	0.14	0.10	0.15
Gap Reduction	Female	0.17	-0.17	0.00	0.10	0.29	0.15	0.20
Gap Reduction	Male	0.20	-0.10	0.00	0.10	0.27	0.15	0.20

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Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Focus on Fitness	Brain Boosts, Increase of movement during math instruction directly related to math standards—all staff participated in training from BeFit2Learn.	Participation in BeFit2Learn Pedometer data related to academic growth—tentatively MAP, MCA	All staff
Math Talk	Staff members will participate in monthly staff development directly related to Math Talk. This style of teaching has been the norm at Park Brook the past several years, however, we must continue to refine our practices.	MAP, MCA	Uyen Sanders, classroom teachers, principal
Equity Committee	Park Brook’s Equity Committee meets monthly to expand our learning in the area of race and how race impacts learning and how we should change our practice to increase academic achievement and close the achievement gap.	MAP, MCA	Equity Committee
Wellness Committee	The Wellness Committee is the driving force of the Focus on Fitness initiative.	MAP, MCA	Wellness Committee

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	This committee also provides student voice, which is essential in a school.		
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Priority Three: Student Behavior

Evidence of Need:	<p>While Park Brook had no suspensions during the 2015-2016 school year, we continue to work at establishing and maintaining a learning environment that is conducive to learning and fulfilling the mission of the district.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Suspensions	0	Zero suspensions
Participation in Engagement Activities		80% of 1 st -5 th grades

Park Brook reviews suspensions and other disciplinary infractions to determine success of improvement plan, however, we also carefully monitor how we are engaging students in school and preparing them for lifelong participation in the community as a means to increase positive behaviors and introduce the students to positive community involvement.

Student Behavior Continuous Improvement Action Plan: (add steps as needed by using tab key)

Strategies: <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Increase mental health support.	Allocation of additional FTE to increase counselor support from two-days-per-week to four-days-per-week.	Additional students and families who will be served by the increase of FTE. Additional days students can meet with counselor when needed.	Scott Taylor
Focus on Fitness	Brain Boosts at 8:55 a.m. Brain Boosts scheduled regularly throughout the school day	Monitoring of Brain Boosts.	KAPB, classroom teachers
	Boot Camp	Students participating	Scott Taylor and

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Focus on Fitness—engagement activities	Morning Move Girls on the Run— <i>leadership and character education combined with running</i> Twin Cities 5K Fun Runs: U of M & Como Resilinator Kidarod Luminary Loppet YMCA field trip		leaders of Focus on Fitness engagement activities
Engagement Activities	KAPB Choir Siblings Club	Students participating	Leaders of engagement activities
Direct instruction of social skills and problem solving	Kindergarten and pre-k will use math games to practice social skills and problem solving.	Teacher lesson plans	Kindergarten and Pre-K teachers
Equity Committee	Staff discuss their learning related to equity and deepen their understanding of how race influences behaviors.	Monthly Meetings	Equity Committee
Wellness Committee	Student voice is essential in a school. Our Wellness Committee is open to students in grades 4 and 5. In the past, we have used the students to help guide and change some of our practices. This committee guides our Focus on Fitness initiative and is a place where students can give meaningful input that is put into practice.	Monthly Meetings— student participation	Wellness Committee
PLT	Park Brook’s BIT, counselor and one of the special education teachers are going to focus their PLT on best practices with children of trauma and developmental repair.	Monthly PLT meetings	Dan Nelson, Kitty Opatz, Pamela Fleagle

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Park Brook Elementary School has programs in place that support academic growth, have been successful, but are now in the 'business as usual' category rather than new this year. While in the 'business as usual' category, we continue to refine our practices. These items include:

- Focus on Fitness—included above,
- Pre-teaching—students receiving Title I services at Park Brook receive 30 minutes of pre-teaching and then continue to another class for regular math instruction aligned with the standards. Keeping the students together allows for closer monitoring of data along with the pre-teaching and teaching to be aligned each day. Students in these classes also have the opportunity at different times throughout the year to participate in math camps specifically designed to address lagging mathematical skills.
- Balanced Literacy—As a school district we have embraced balanced literacy and now specifically using Benchmark Literacy. This is the third year of implementation of Benchmark Literacy. Park Brook Elementary has been using Daily 5, which is similar in structure, prior to the district implementation of Benchmark Literacy.
- PBIS—Positive Behavioral Intervention Systems—all components were implemented in the Fall of 2009.
- Team Leaders—team leaders focus on nuts & bolts issues, however, the team is primarily the 'keepers of the vision'. During each team leader meeting, time is devoted to discussions and/or readings related to Focus on Fitness, Equity, and use of data.

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Site Improvement Team

Name	Position	Name	Position
1. Scott Taylor	Principal	5. Tarman	Fifth grade teacher
2. Mary Rachor	Lead Title I teacher (reading)	6.	
3. Colleen Orton	Math teacher	7.	
4. Mary Beczkalo	Title I teacher (math)	8.	

The Principal and Assistant Superintendent will sign the School Improvement Plan to indicate that the school performance goals and action plan have been shared, discussed, and agreed upon.

Principal: _____ Date: _____

Assistant Superintendent: _____ Date: _____