

Form A2 – School Improvement Plan

Principal: Scott Taylor

Assistant Superintendent: Dr. Steve Flisk

School: Park Brook Elementary

Date: 2017-18

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 2017-18 cohorts. Students enrolled for the 2017-18 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)?

Priority One: READING		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>						
Column Header		Definition						
2016 and 2017 Results		Percentage of students low risk in Spring 2016 and Spring 2017, color coded (see table below)						
Avg of 2015 & 2016 and Avg of 2016 & 2017		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 consecutive years)						
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%)						
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	2016-17 Baseline, Goals and Results			2017-18 Baseline and Goals		
Group	2016 Results	Avg of 2015 & 2016	2017 Basic	2017 Trans.	2017 Results	Avg of 2016 & 2017	2018 Basic	2018 Trans.
Kindergarten	26%	30%	40%	50%	17%	22%	40%	50%
Grade 1	42%	34%	42%	50%	32%	37%	45%	53%
Grade 2	33%	24%	40%	50%	22%	28%	40%	50%

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 of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.									
Transformational (Trans.) Goal		The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.									
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	2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	2018 Results		
All Students	48.0	46.4	51.2	59.8	51.8	41.4	45.4	56.1			
Grade 3	35.1	47.0	45.8	60.2	45.5	35.6	35.6	51.7			
Grade 4	55.7	37.8	42.3	53.4	47.6	43.9	48.1	57.9			
Grade 5	55.0	55.3	66.5	66.4	61.8	45.2	52.7	58.9			
Amln											
Asian	50.0				50.0						
Black	42.6				47.8						
Hispanic					50.0						
White	54.2				61.5						
Multiracial					62.5						
EL	26.2				25.9						
Spec Ed	22.2				42.1						
F/R Lunch	46.8				51.1						
Female	50.0				60.0						
Male	46.6				43.9						

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

Color Coding 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 reported for groups of 10 or more students. A new Multiracial group was added for 2017-18. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

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		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Trans.	2017	Basic	Trans.
Growth	All Students	-0.04	0.14	0.10	0.15	-0.11	0.00	0.10
Growth	Grade 4	-0.20	0.32	0.15	0.20	-0.09	0.05	0.10
Growth	Grade 5	-0.09	-0.07	0.05	0.10	-0.13	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.24	0.18	0.15	0.20	-0.40	0.00	0.10
Gap Reduction	Black	-0.01	0.02	0.05	0.10	-0.12	0.00	0.10
Gap Reduction	Hispanic	0.08						
Gap Reduction	White	0.34				0.09	0.05	0.10
Gap Reduction	Multiracial					0.52	0.15	0.20
Gap Reduction	EL	-0.17	0.04	0.05	0.10	-0.39	0.00	0.10
Gap Reduction	Spec Ed	-0.75	-0.28	0.00	0.10	0.08	0.05	0.10
Gap Reduction	F/R Lunch	-0.02	0.08	0.05	0.10	-0.05	0.05	0.10
Gap Reduction	Female	0.07	0.19	0.15	0.20	0.10	0.10	0.15
Gap Reduction	Male	-0.14	0.09	0.05	0.10	-0.30	0.00	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:
Additional .5 reading teacher this year, which translates to .7 extra support for guided reading groups.	Additional reading teachers allow guided reading groups to have additional specific instructional time.	Dibles, MCA, MAP	Classroom teachers, principal, reading teachers.
Adjusting Schedules	Staff will adjust teaching schedules (DARE, band, orchestra) in an attempt to reduce times when students are pulled from one instructional subject for another instructional subject.	MCA and MAP scores	5 th grade teachers
ESP support	ESP support along with the additional support from the .7 reading teacher will allow students to receive additional support during reading instruction	MCA, MAP and Dibles scores	Classroom teachers, Scott Taylor
Parent Connections	Increase parent communication. <ul style="list-style-type: none"> • Mid-last year we added a parent reception each month to our monthly character assembly. We will continue which is a nice way to connect with parents. • Find additional means to advertise and encourage parents to attend 		Mr. Taylor, all staff

	<p>our monthly PTO meetings—we want them to be socials, not obligations.</p> <ul style="list-style-type: none"> • Find additional means to connect with families regarding attendance—try to find a more positive manner to encourage students to be in school. • Include additional means to make positive connections with parents. 		
Analyze the noticeable difference between MAP and MCA scores this year where in years past there has been consistency.	Staff will analyze to determine why there was a difference and what changes in instruction need to be incorporated	MCA/MAP data	Park Brook Staff
Engagement Activities	<ul style="list-style-type: none"> • Language Clubs—designed to value home language and increase both background knowledge and vocabulary in home language which has positive effects on academic achievement. (Last year was the first year for both the Spanish and Vietnamese clubs.) 	MCA and MAP data	Staff members to encourage and support involvement, and others to teach the classes.
Staff Development	Half of the monthly meetings will focus on reading strategies related to the implementation of Benchmark Reading.	MCA, MAP and Dibles Data	Classroom teachers, CIES, Reading teachers

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 of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.									
Transformational (Trans.) Goal									
The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.									
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. The minimum basic goal is 25.									
Group	Spring 2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results
All Students	58.4	58.9	57.1	69.2	55.8	55.1	51.7	66.3	
Grade 3	56.8	60.6	61.6	70.5	60.6	56.7	53.9	67.5	
Grade 4	61.4	56.1	53.9	67.1	54.9	58.5	57.5	68.9	
Grade 5	56.9	60.5	55.9	70.4	52.6	50.0	43.9	62.5	
Amln									
Asian	67.2				71.4				
Black	46.7				46.7				
Hispanic					53.6				
White	70.8				50.0				
Multiracial					62.5				
EL	57.1				51.9				
Spec Ed	29.4				34.2				
F/R Lunch	57.2				55.5				
Female	53.5				53.6				
Male	62.1				57.9				

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

Color Coding for 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 reported for groups of 10 or more students. A new Multiracial group was added for 2017-18. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

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		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Transform.	2017	Basic	Transform.
Growth	All Students	-0.13	0.28	0.15	0.20	-0.09	0.05	0.10
Growth	Grade 4	-0.06	0.31	0.15	0.20	-0.17	0.00	0.10
Growth	Grade 5	-0.23	0.24	0.15	0.20	-0.01	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.14	0.59	0.15	0.20	0.00	0.05	0.10
Gap Reduction	Black	-0.17	0.01	0.05	0.10	-0.13	0.00	0.10
Gap Reduction	Hispanic	-0.15						
Gap Reduction	White	0.19				-0.40	0.00	0.10
Gap Reduction	Multiracial							
Gap Reduction	EL	-0.44	0.66	0.15	0.20	-0.10	0.00	0.10
Gap Reduction	Spec Ed	-0.33				-0.49	0.00	0.10
Gap Reduction	F/R Lunch	-0.15	0.14	0.10	0.15	-0.01	0.05	0.10
Gap Reduction	Female	-0.17	0.29	0.15	0.20	-0.05	0.05	0.10
Gap Reduction	Male	-0.10	0.27	0.15	0.20	-0.12	0.00	0.10

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:
Parents Connections	Increase parent communication. <ul style="list-style-type: none"> Mid-last year we added a parent reception each month to our monthly character assembly. We will continue which is a nice way to connect with parents. Find additional means to advertise and encourage parents to attend our monthly PTO meetings—we want them to be socials, not obligations. Find additional means to connect with families regarding attendance—try to find a more positive manner to encourage students to be in school. Include additional means to make positive connections with parents. 		Mr. Taylor, all staff

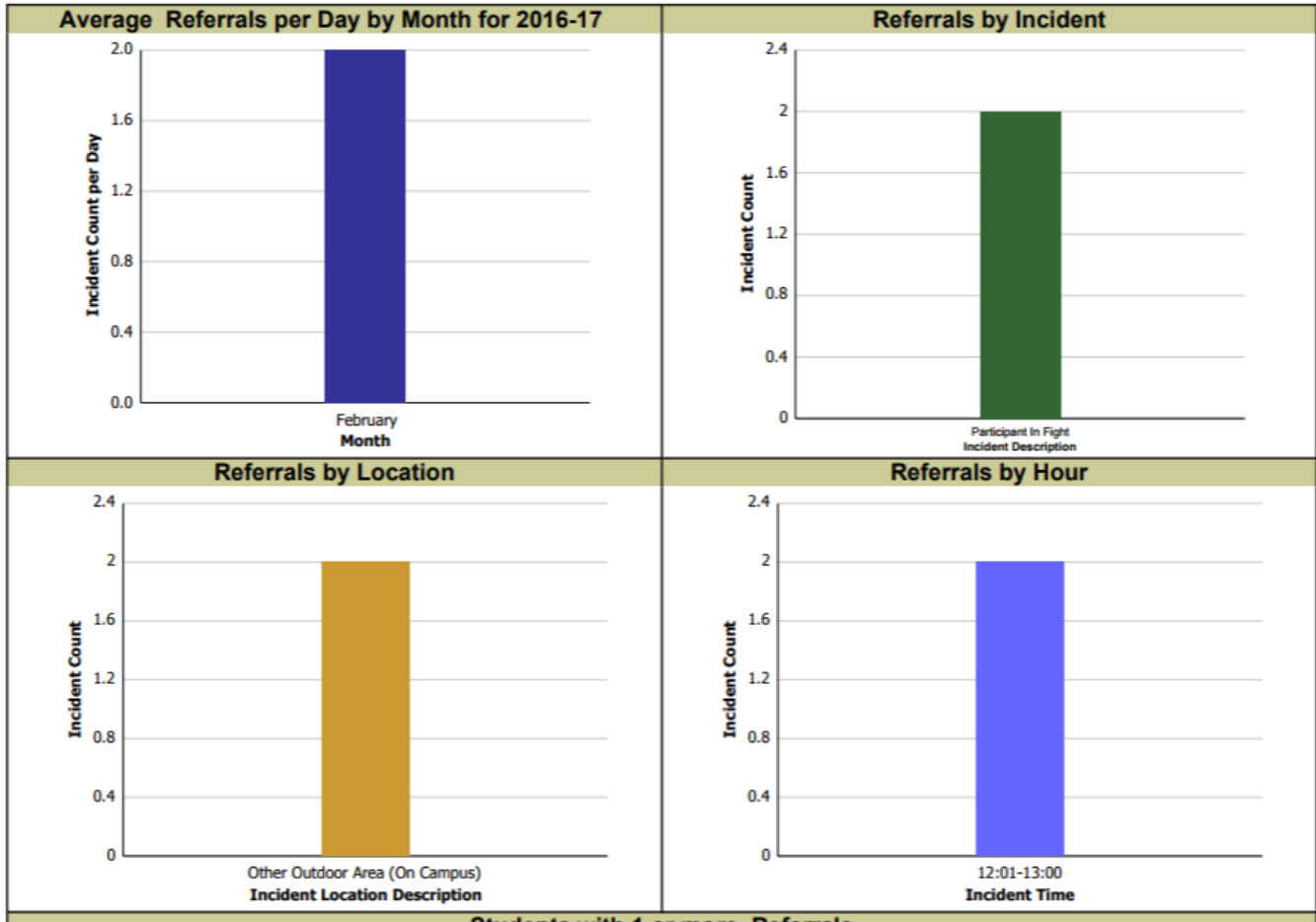
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Math Pilot	Kindergarten teachers are piloting one of the potential new math curriculums. This will allow Park Brook to have an understanding of one of the curriculums.	Pilot math curriculum with fidelity.	Kindergarten teachers.
Mental Models—Math Talk	Staff have participated and will participate in additional staff development using mental models and will incorporate into class lessons. Every other staff development meeting will focus on math.	MCA/MAP data	Classroom and math teachers
Analyze the difference between MAP and MCA scores this year where in years past there has been consistency.	Staff will analyze to determine why there was a difference and what changes in instruction need to be incorporated	MCA/MAP data	Park Brook Staff

There are several items that are specific to Park Brook, however, are now ‘business as usual’ at Park Brook and therefore not included in the items above.

- Math Camps,
- Pre-teaching model for Title I,
- Intervention group using GeoMotion TV and phone mats.



The above suspension, the only two in several years, occurred on one day.

Priority Three: Student Behavior

Evidence of Need:	
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Suspensions	2016-17 school year— two suspensions, both Black girls for participating in a physical altercation.	Maintain a low suspension rate with no more than 10 suspensions. (The two suspensions last year were the first suspensions at Park Brook in several years.)
Engagement Activities—purpose of engagement activities is to create a warm, welcoming learning environment.	2016-17 school year— just over 80% of the students participated in at least one engagement activity.	Approximately 87% of students will participate in at least one engagement activity outside of the school day.

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:
Field trips outside of the school day to increase fitness and build community—Twin Cities 5K, Resilinator, Fun Run at the U of M, Minne-Loppet, Kidarod, YMCA, Fun Run in Como Park. (Using Targeted Services the school day/contact time is increased for students participating.)	Advertise and continue to build professional relationships with organizations to ensure continuation of opportunities for students.	Numbers of students attending, behavior data.	Scott Taylor

<p>Double Dutch—expanding this opportunity to 2nd grade students to assist the students in developing Double Dutch Skills, while engaging them in school. In addition, the students will be increasing their physical fitness levels which increases positive behavior. Second grade has not participated in Double Dutch in previous years.</p>	<p>Students will participate in Double Dutch practice twice per week, after school, and then travel for the American Heart Association. Adults will recruit and provide the opportunity for students.</p>	<p>Number of students participating in Double Dutch, behavior data.</p>	<p>Dan Nelson, Micaela Goebel and Rick Christlieb</p>
<p>Fitness intervention—this year, for the first time, Park Brook added .1 FTE to physical education for the specific purpose of increasing fitness (Brain Boosts) for specific times beyond what they receive in the mainstream class to increase fitness and movement to increase positive behaviors.</p>	<p>Staff will identify students who need additional fitness opportunities to help regulate their bodies. Rick Christlieb will schedule students into a daily schedule to provide the Brain Boosts consistently.</p>	<p>Academic and behavior data.</p>	<p>Scott Taylor, Rick Christlieb, classroom teachers.</p>
<p>The Wolf Way</p>	<p>Twelve staff members consisting of various positions met to review the student handbook and Wolf Way. The handbooks was revised, new signs were designed and hung. The expectations were reviewed at the beginning of the year to all students, taught in each classroom as to what the expectations look like in different settings, and will be reviewed throughout the school year.</p>	<p>Behavior data.</p>	<p>PBIS/Equity Committee, Dan Nelson, Sonja Hunter, Scott Taylor</p>
<p>Combined PBIS and Equity Committee.</p>	<p>The purpose of combining these two committees is to provide specific direction for the Equity Committee. In addition,</p>	<p>Students participating in engagement (extended learning) opportunities.</p> <ul style="list-style-type: none"> • KAPB • Choir 	

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	<p>the philosophy at Park Brook Elementary is to increase engagement and learning opportunities to increase positive behaviors. (Our aim is not to have students conform to expected norms, but rather create an engaging, meaningful environment for our students.)</p> <p>Maintaining and equity lens is imperative for creating a positive environment for our students.</p>	<ul style="list-style-type: none"> • Language Clubs • Wire Choir • Wellness Committee • Fitness Field Trips 	
Implementation of morning tubs in 1 st & 2 nd grades	Teachers have moved from morning seat work to hands-on activities such as pattern blocks, puzzles, and so on to assist students with cooperation		
Fitness Studio	Using the PBIS grant Park Brook expanded the Fitness Studio by adding two spin cycles. Additional treadmills have been added to the space as well, from other sources. Expanding this space for students will assist with increasing positive behaviors.	Behavior data.	Scott Taylor, Laurie Johnson, Dan Nelson, Rick Christlieb
Mentoring Program	Students who are ‘high-flyers’ will have a mentor to provide an additional positive relationship with an adult.	Behaviors data.	PBIS/Equity Committee, Scott Taylor, HST, staff

Boot Camps, Morning Move, and Brain Boosts in classes are now ‘business as usual’ at Park Brook Elementary.

Academic Growth

2016-2017

Math: Percentage of students meeting or exceeding their expected growth in math on the MAP compared to other schools in the Osseo Area Schools:

- *6th highest percentage of student meeting or exceeding their goal of all schools,
- *Highest percentage when looking at only Title I Schools,
- *3rd grade had the highest percentage of students meeting or exceeding their goal,
- *Black student had the 2nd highest percentage of students meeting or exceeding their goal,
- *Hispanic student had the highest percentage of students meeting or exceeding their expected growth,
- *EL student had the second highest percentage of students meeting or exceeding their expected growth,
- *Special education students had the 3rd highest percentage of students meeting or exceeding their expected growth,
- *Students qualifying for free/reduced lunches had the highest percentage of students meeting or exceeding their expected growth.

Reading: Percentage of students meeting or exceeding their expected growth in reading on the MAP compared to other schools in the Osseo Area Schools:

- *Tied for 6th highest percentage of students meeting or exceeding their expected growth; highest percentage when looking only at Title I Schools,
- *5th grade tied for 2nd highest percentage of students meeting or exceeding their expected growth,
- *Black students had the 2nd highest percentage of students meeting or exceeding their expected growth,
- *Students qualifying for free/reduced lunches tied for the highest growth with another school,
- *Tied for fifth-highest percentile change.

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School: Park Brook Elementary

Date: 2017-18

During the 2015-2016 school year, according to the Minnesota Comprehensive Assessments (MCA) and the data from the Minnesota Department of Education:

*Out of 25 schools in the Osseo Area Schools, Park Brook ranked 22 out of the 25 for academic growth rate. (1 being the lowest growth, and 25 being the highest growth),

*Out of 25 schools in the Osseo Area Schools, Park Brook had the highest growth rate for closing the academic achievement gap,

*86% of Park Brook Elementary students ranked in the high growth rate in math,

*83% of Park Brook Elementary students ranked in the high growth rate in reading.

Site Improvement Team

Name	Position	Name	Position
1. Scott Taylor	Principal	5. Colleen Orton	Math Skills Teacher
2. Mary Beczkalo	Title I Math Teacher	6.	
3. Mary Rachor	Title I Lead Teacher	7. Kristi Eckdahl	ATPPS Coach
4. Team Leaders—each team provides input and then the Team Leaders review.	K, 1 st , 2 nd , 3 rd , 4 th , 5 th , special ed., and two specialist teams.	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: _____