

Form A2 – School Improvement Plan

Principal: Mr. Scott Taylor

Assistant Superintendent: Dr. Steve Flisk

School: Park Brook

Date: 2018-19

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 2018-19 cohorts. Students enrolled for the 2018-19 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	Percent of "at risk" or "some risk" students at baseline who became "low risk" in Spring 2016 and Spring 2017 on OLD measures reported in 2017-18 SIP.						
Basic Goal	Grade-level goals for 2018 and 2019: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.						
Transformational Goal	Grade-level goals for 2018 and 2019: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.						
2018 Results	Percentage of students low risk in Spring 2018 (compared to new goals).						
Color Coding	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met	
	2015-16	2016-17	2017-18 Goals and Results			2018-19 Goals	
Group	2016 Results	2017 Results	2018 Basic	2018 Trans.	2018 Results	2019 Basic	2019 Trans.
KG	26%	17%	63%	68%	18%	63%	68%
Grd 1	42%	32%	62%	67%	38%	62%	67%
Grd 2	33%	22%	40%	50%	19%	40%	50%

Priority One: READING				<i>Measure: MCA Proficiency (Index Rates)</i>					
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 goal			
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	Spring 2016 Results	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal
All Students	48.0	51.8	42.2	47.0	56.6	54.3	44.6	48.7	58.3
Grade 3	35.1	45.5	38.9	37.7	54.2	47.8	38.4	40.0	53.8
Grade 4	55.7	47.6	38.8	43.3	54.1	52.5	46.2	48.9	59.6
Grade 5	55.0	61.8	48.8	60.0	61.6	62.8	48.9	57.3	61.6
Amln									
Asian	50.0	50.0				58.3			
Black	42.6	47.8				50.8			
Hispanic		50.0				46.4			
White	54.2	61.5				68.2			
Multiracial		62.5				58.3			
EL	26.2	25.9				28.3			
Spec Ed	22.2	42.1				31.3			
F/R Lunch	46.8	51.1				51.5			
Female	50.0	60.0				59.3			
Male	46.6	43.9				50.7			

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
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Results reported for groups of 10 or more students. 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		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Trans.	2018	Basic	Trans.
Growth	All Students	0.14	-0.11	0.00	0.10	0.14	0.10	0.15
Growth	Grade 4	0.32	-0.09	0.05	0.10	0.30	0.15	0.20
Growth	Grade 5	-0.07	-0.13	0.00	0.10	-0.02	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.18	-0.40	0.00	0.10	0.21	0.15	0.20
Gap Reduction	Black	0.02	-0.12	0.00	0.10	0.00	0.05	0.10
Gap Reduction	Hispanic							
Gap Reduction	White		0.09	0.05	0.10			
Gap Reduction	Multiracial		0.52	0.15	0.20			
Gap Reduction	EL	0.04	-0.39	0.00	0.10	0.39	0.15	0.20
Gap Reduction	Spec Ed	-0.28	0.08	0.05	0.10	0.05	0.05	0.10
Gap Reduction	F/R Lunch	0.08	-0.05	0.05	0.10	0.05	0.05	0.10
Gap Reduction	Female	0.19	0.10	0.10	0.15	0.11	0.10	0.15
Gap Reduction	Male	0.09	-0.30	0.00	0.10	0.15	0.15	0.20

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:
TAG teacher will provide additional support in grades K-4 to increase direct instruction in guided reading groups for students who have demonstrated higher academic reading skills.	A daily schedule will be followed so that the guided reading groups meet at the same time each day. Mrs. Lohn is only able to provide the additional support two-days per week in 4 th grade, so an ESP will be available to work with the group on other days.	MAP, MCA	Mrs. Lohn
Processing speed intervention	Additional FTE was used to increase music position to implement processing speed interventions.	Mr. Reisetter, music teacher, is working with the school psychologist, Mr. Tomten, to collect data.	Classroom teachers will assign students to intervention groups, Mr. Reisetter will teach, and Mr. Tomten will assist with data collection.
Books instead of iPads will be used for independent reading. A few years ago we noticed that students were enthralled with looking at all of the books, and the actual time reading decreased when using iPads. It is difficult for teachers to monitor what students are reading on iPads when they are providing direct instruction to other guided reading groups.	Teachers will have students use books rather than iPads for independent reading during core reading instruction.	MAP, MCA	Classroom teachers
Reading buddies	Volunteers from Medtronic, Prince of Peace Lutheran	MCA, MAP	Classroom teachers will

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	Church, MN Job Corps— Grandparent program, and so on, will spend time reading and enjoying lunch with the same student each week.		recommend students for the reading buddies.
Books representative of student backgrounds and races	Mr. Taylor allocated funds to purchase 50 titles of books in sets of 6-9 that all have pictures of students of color. The books also represent aspects of different cultures. The purpose is to be intentional with our students see people who represent themselves in the literature that they read.	MAP, MCA, Dibles	Guided Reading Teachers
Implementation of Wilson Reading which is based on Orton Gillingham.	Special education teachers will use the Wilson Reading series with students in special education who will benefit from this strategy.	MAP, MCA, MTAS	Special education teachers
Grammar for writing	Third grade teachers will be increasing their focus on grammar (10-15 minutes/day) to increase writing skills. The 3 rd grade classroom teachers observed this need with their students.	Writing samples	3 rd grade teachers.
Brain Boosts	All classrooms at Park Brook use Brain Boosts to get students into the moderate-to-vigorous heart rate zone during instruction. Kindergarten teachers will use Brain Boosts that incorporate letter recognition and letter sounds.	Dibles, Title I assessments, MCA, MAP	All Park Brook Staff.

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	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal
All Students	58.4	55.8	53.1	51.3	64.8	54.7	50.7	46.8	62.9
Grade 3	56.8	60.6	57.8	58.8	68.3	53.3	43.0	42.5	57.3
Grade 4	61.4	54.9	53.8	51.6	65.3	57.5	51.9	49.0	63.9
Grade 5	56.9	52.6	47.7	43.0	60.8	53.5	56.8	49.1	67.6
Amln									
Asian	67.2	71.4				68.3			
Black	46.7	46.7				45.1			
Hispanic		53.6				57.1			
White	70.8	50.0				59.1			
Multiracial		62.5				62.5			
EL	57.1	51.9				46.7			
Spec Ed	29.4	34.2				33.3			
F/R Lunch	57.2	55.5				53.5			
Female	53.5	53.6				50.9			
Male	62.1	57.9				57.4			

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

Results reported for groups of 10 or more students. 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>
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Above district average	+ .10 to +.14	0.1	0.15
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Below district average	- .10 and below	0	0.1

Growth Z - District		Baseline		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Transform.	2018	Basic	Transform.
Growth	All Students	0.28	-0.09	0.05	0.10	0.28	0.15	0.20
Growth	Grade 4	0.31	-0.17	0.00	0.10	0.29	0.15	0.20
Growth	Grade 5	0.24	-0.01	0.05	0.10	0.26	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.59	0.00	0.05	0.10	0.42	0.15	0.20
Gap Reduction	Black	0.01	-0.13	0.00	0.10	0.06	0.05	0.10
Gap Reduction	Hispanic							
Gap Reduction	White		-0.40	0.00	0.10			
Gap Reduction	Multiracial							
Gap Reduction	EL	0.66	-0.10	0.00	0.10	0.54	0.15	0.20
Gap Reduction	Spec Ed		-0.49	0.00	0.10	-0.03	0.05	0.10
Gap Reduction	F/R Lunch	0.14	-0.01	0.05	0.10	0.24	0.15	0.20
Gap Reduction	Female	0.29	-0.05	0.05	0.10	0.13	0.10	0.15
Gap Reduction	Male	0.27	-0.12	0.00	0.10	0.38	0.15	0.20

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:
Implementation of Bridges Math Curriculum and Number Corner	Staff will be working to implement with fidelity Bridges Math, and the additional number-corner. Mr. Taylor will work to provide additional time for planning during workshops to allow time to prepare for instruction.	MAP, MCA, classroom assessments	Mr. Taylor, teachers
Academic Vocabulary	Common Vocabulary for K-2, and 3-5—the new Bridges Curriculum aligns academic vocabulary which we feel will increase academic growth by increasing understanding.	MAP, MCA, classroom assessments	Math teachers
Math Pilot	Using the Bridges Curriculum, the Park Brook staff will work with ISD 279’s RAA Department to carefully monitor the continued implementation of this program Students who are currently demonstrating lower academic proficiency, will receive pre-teaching and the core instruction in a smaller group. Research is very clear that if students work at a slower pace, the academic achievement gap grows. Knowing this research, this group moves at the same pace	MAP, MCA, Number Corner assessments, unit assessments	Classroom teachers, Title I

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	as the district pacing guide and with all grade-level classrooms to ensure that they receive pre-teaching, additional support (small group, two staff members) and all standards are taught during the school year.		
Academic support provided by ESP's, and licensed teachers in classrooms.	ESP's and at times an extra licensed staff member will assist in classes to provide additional support.	MAP, MCA, classroom assessments	Park Brook Staff
Math Intervention	Park Brook Elementary has a structured schedule that allows for intervention times and a block of time for science/social studies/health. During the intervention time some students receive pre-teaching, and other students receive specific skill instruction, and others are challenged if they already understand the concept.	MAP, MCA, classroom assessments	Classroom teacher, Title I, ESP's

Priority Three: Student Behavior

Evidence of Need:	<p>While Park Brook Elementary has maintained a relatively low number of suspensions, we must not rest on our laurels or become complacent in our work. In addition, we have noticed that there are a number of mental health needs, with symptoms that may not be as evident because of our fitness and structure, but still must be addressed for the benefit of the students. In addition, we have a low rate of suspensions, but we continually work to engaged the students in the school to increase positive behaviors.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Students engaged in before/after school and weekend events to increase fitness, choose activities that are meaningful to themselves, and be engaged in school.	93% of students participated in Engagement Activities during the 2017-2018 school year.	Maintain at least 90% participation rate of students in before/after school and weekend activities during the 2018-19 school year.
Increasing fitness is a research proven method to increase positive behaviors.	28% of 1 st -5 th graders were able to run the mile in October of 2018 in under 10 minutes.	By May of 2019, 35% of 1 st -5 th graders will be able to complete the mile run in under 10 minutes.
Suspensions	8 suspensions (5 white students, 3 black students)	Maintain a level of fewer than 10 suspensions during the 2018-19 school year.

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:
Brain Boosts Intervention, provided by physical education teacher and	Staff members assigned to conduct additional Brain Boosts need to be	Individual collection of data for students receiving interventions	HST

other staff. These are in addition to daily Brain Boosts in classroom.	consistent in the implementation of the Brain Boosts. HST when reviewing students will assign a staff member to conduct the additional Brain Boosts.		
Lee Carlson Center	The Lee Carlson Center provides mental health therapy services for students at Park Brook Elementary. This is the first year we have had this service. The Lee Carlson Center is housed at Park Brook Elementary, however, they are also a separate entity.		
Social/emotional Thinking Curriculum provided by counselor. This is also a PLT consisting of sped, BIT, 1 st , and counselor	Social/emotional thinking curriculum will be taught in 1 st grade, then followed up in special education, and with students working with school counselor.	IEP's, HST intervention data, classroom observation	Staff members participating in the 1 st grade PLT.
Wolf Way	Staff have the Wolf Way on their lanyards, and the Wolf way posters are visible in the classrooms and hallways.	Suspensions, ODR's, general climate of the building	All Staff.
Tables in classrooms to build strong working relationship among students.	Staff will adjust to new seating arrangements to increase student collaboration.		Teachers with tables instead of desks.
C-Lab	Staff will offer the opportunity to work in the C-Lab during recess on a rotating basis. While we want students to be active, change and new experiences are essential both for academic progress and positive behaviors.	MCA, MAP, behavior data	Mrs. Lohn, Mrs. Hadley, Classroom teachers, Recess/lunch ESP's
Cardboard Challenge and Woodworking/ this is the 2 nd year for the Cardboard Challenge	Woodworking was brought into Park Brook as a means to engage students and provide an additional learning opportunity, knowing that engaging learning is one of the most effective means to increase positive behaviors.		Mrs. Lohn, Classroom teachers

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Low Sugar Breakfasts	The kitchen staff at Park Brook Elementary have changed the entire menu for breakfast to greatly reduce sugar in the menu. Mr. Taylor met with the kitchen staff prior to the school year to review and prepare a menu.	Survey of staff	Kitchen Staff
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Focus on Fitness

Brain Boosts	Classes begin the day and then include additional Brain Boosts throughout the school day to get students heart rate into the moderate-to-vigorous zone to increase academic growth.
Breakfast Menu—less sugar, more protein	The kitchen staff at Park Brook have changed the breakfast menu to reduce the total amount of sugar that students eat in the morning, to increase the health of the students, increase the ability
Kinesthetic Seating	Kinesthetic seating is used to ensure students use core muscles during instruction which is a research based method to increase focus by 10%.
Field Trips	Field trips outside of the school day will include weekend and afterschool opportunities: Twin Cities 5K, and two Fun Runs sponsored by Twin Cities in Motion; Resilinator and Kidarod sponsored by CycleHealth; Luminary Loppet, Minne-Loppet, and Ski Festival sponsored by The Loppet Foundation.
Fitness Goals	Students in grade 3-5 set specific physical fitness goals for themselves, similar to how we have goals for students in math and reading.
Morning Move, Boot Camps	Morning Move and Boot Camps are offered at various times throughout the school year, in four-six week sessions, two-times-per-week, to increase fitness levels of students.
Girls on the Run	Girls on the Run meets the first 10 weeks of school, and then the last 10 weeks of school. The purpose is to not only increase fitness, but to develop leadership skills and further develop character skills.

Targeted Services Programs

<p>Language Clubs to provide a meaningful place for students and families to connect based on home language and culture: Hmong, Spanish, and Vietnamese.</p> <p>We also have a ‘Language Club’ for students in groups with few students who speak their language (i.e. we have one student who speaks Arabic.)</p>	<ul style="list-style-type: none"> • A family field trip will be held at the beginning of the school year, after school, to introduce families to The Loppet Foundation and Wirth Park, and also to engage families with others within their cultural and language background. • Each week the students will meet to both engage students in school, and provide a place for students to connect who may share similarities based upon cultural and language backgrounds.
Double Dutch	Students will meet twice per-week to learn how to Double Dutch. Students will then travel to other schools to kick-off the American Heart Association’s Jump Rope for Heart fundraisers. While the students learn new skills, they are also increasing their fitness and engaged in school.
Choir	The choir meets one-time per-week from October – March for students to engage in an activity of their choosing, develop their musical skills,

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	and be engaged in the school. At the same time, we have a Siblings Club to provide instruction for younger siblings.
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Woodworking

Woodworking is in the 8 th or 9 th year of implementation here at Park Brook, and has provided a tremendous opportunity for students to have a hands-on learning experience, and a learning opportunity that they might not normally receive in other schools. Mr. Paul Strand teaches and continues to teach this program. We have two individuals who are interested in working with Mr. Strand to both support the program and ensure the longevity of the program.
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Site Improvement Team

Name	Position	Name	Position
1. Mary Rachor	Title I Lead Teacher—Data Team	7. Denise Morrisette	2 nd Grade Team Leader
2. Colleen Orton	Math Skills Teacher—Data Team	8. Renee Pelton	3 rd Grade Team Leader
3. Michelle Leopoldt	EL Teacher—Data Team	9. Suzanne Karris	4 th Grade Team Leader
4. Angie Jayasekera	Kindergarten Teacher—Team Leaders	10. Cathy Tarman	5 th Grade Team Leader
5. Linda Carlson	1 st Grade—Team Leader	11. Kitty Opatz	Special Education Team Leader
6. Pamela Fleagle	Counselor—Team Leader	12. Jyl Dieckhaus	EL Team Leader

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.

Signed copy is available in Dr. Flisk's office.

Principal: _____ Date: _____

Assistant Superintendent: _____ Date: _____