

## Form A2 – School Improvement Plan

Principal: Mr. Scott Taylor

Assistant Superintendent: Dr. Steve Flisk

School: Park Brook Elementary

Date: School Year 2019-2020—Prepared September 26, 2019

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 2019-2020 cohorts. Students enrolled for the 2019-2020 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):

<b>Far Below Basic Goal</b>	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)?

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>					
<b>Column Header</b>	<b>Definition</b>						
<b>2017 and 2018 Results</b>	Percent of students at risk or some risk in the fall who became low risk in Spring 2017 (vs. old goals) and Spring 2018 (vs. new goals). See Progress to Fluency Reports for more info.						
<b>Basic Goal</b>	District-wide goals for 2018-20: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.						
<b>Transformational Goal</b>	District-wide goals for 2018-20: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.						
<b>2019 Results</b>	Percentage of students low risk in Spring 2019.						
<b>Color Coding</b>	<b>30% + from Basic Goal</b>	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met	
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19 Goals and Results</b>			<b>2019-20 Goals</b>	
<b>Group</b>	<b>2017 Results</b>	<b>2018 Results</b>	<b>2019 Basic</b>	<b>2019 Trans.</b>	<b>2019 Results</b>	<b>2020 Basic</b>	<b>2020 Trans.</b>
KG	17%	18%	63%	68%	29%	63%	68%
Grd 1	32%	38%	62%	67%	28%	62%	67%
Grd 2	22%	19%	40%	50%	17%	40%	50%

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<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>
<b>Column Header</b>		
<b>Results</b>	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.	
<b>Fall Cohort</b>	Index rate for students tested in the previous spring and enrolled the following fall.	
<b>Basic Goal</b>	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.	
<b>Transformational (Trans.) Goal</b>	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.	

<b>Color Coding</b>	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
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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.

Group	Spring 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal
<b>All Students</b>	<b>51.8</b>	<b>54.3</b>	<b>49.5</b>	<b>53.6</b>	<b>63.3</b>	<b>60.4</b>	<b>45.8</b>	<b>48.7</b>	<b>59.4</b>
Grade 3	45.5	47.8	44.6	46.2	60.0	51.8	42.9	42.5	57.1
Grade 4	47.6	52.5	46.5	49.2	60.0	57.0	45.2	50.0	58.9
Grade 5	61.8	62.8	57.1	65.5	69.9	71.4	48.3	58.1	61.2
Amln									
Asian	50.0	58.3				66.7			
Black	47.8	50.8				57.6			
Hispanic	50.0	46.4				57.1			
White	61.5	68.2							
Multiracial	62.5	58.3				59.1			
EL	25.9	28.3				44.0			
Spec Ed	42.1	31.3				4.2			
F/R Lunch	51.1	51.5				56.9			
Female	60.0	59.3				64.3			
Male	43.9	50.7				56.0			

**Priority One: READING** *Measure: SIP Growth and Gap-Closing (SGG)*

**2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)**

<b>.30 or more below Basic</b>	.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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**2019 Color Coding for MCA Value-Added and Z-State Results**

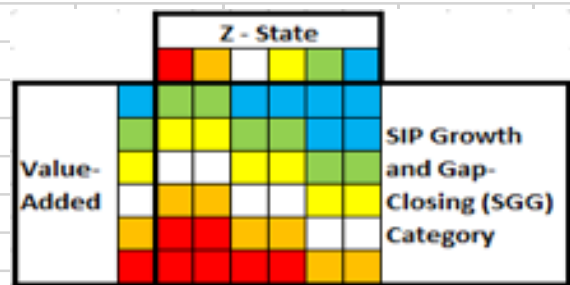
<b>-.30 or below</b>	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

2019 Goals (Based on 2018 Results)			
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

2020 Goals			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			

**2019-20 SIP Growth and Gap-Closing (SGG)**



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Trans.	Z - Dist	Val-Add	Z - State	SGG
<b>All Students</b>	0.14	-0.11	0.14	0.10	0.15	0.06	0.13	0.06	
Grade 3							0.12		
Grade 4	0.32	-0.09	0.30	0.15	0.20	0.14	0.20	0.21	
Grade 5	-0.07	-0.13	-0.02	0.05	0.10	-0.04	0.06	-0.14	
Am Ind									
Asian	0.18	-0.40	0.21	0.15	0.20	-0.04	0.01	-0.05	
Black	0.02	-0.12	0.00	0.05	0.10	-0.02	0.12	-0.03	
Hispanic						0.19	0.42	0.21	
White		0.09							
Multiracial		0.52					0.06		
EL	0.04	-0.39	0.39	0.15	0.20	0.10	0.38	0.13	
Spec Ed	-0.28	0.08	0.05	0.05	0.10		0.10		
F/R Lunch	0.08	-0.05	0.05	0.05	0.10	0.00	0.12	0.00	
Female	0.19	0.10	0.11	0.10	0.15	0.00	0.09	-0.01	
Male	0.09	-0.30	0.15	0.15	0.20	0.12	0.18	0.12	

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Responding to data from 2019 school year, explore various methods to challenge and grow students with higher MCA and MAP scores	Staff members will review and determine methods to increase the growth of students who begin with higher MCA and MAP scores	MCA and MAP scores	4 <sup>th</sup> grade teachers, TAG, Title I Lead Teacher, SDAS, Instructional Coach
Use dual language books with newcomer students.	Incorporate additional dual language books into the curriculum for newcomer students	MAP, MCA and ACCESS scores	EL teachers
Introduction of morning tubs with a reading focus (alphabet, sounds, sight words, and so on).	Teachers will create tubs with hands-on activities for students to participate in when they enter the classroom in the morning.	Fastbridge scores, individual trimester assessments	Kindergarten teachers
TAG teacher will begin reading instruction with 5 <sup>th</sup> grade students to assist with reaching student who begin the year at higher levels according to MAP and MCA scores.	Using information learned from other grade levels, the TAG teacher will provide additional guidance for students demonstrating stronger reading skills, which also allows the classroom teachers to provide more time with students who are not as strong in their reading skills.	MCA and MAP scores	5 <sup>th</sup> grade teachers, and TAG teacher
During reading intervention, an ESP assigned to 5 <sup>th</sup> grade will learn the reading intervention provided by Title I services, to increase the number of students receiving the intervention Title I provides at PB.	The Title I lead teacher will provide guidance for an ESP to learn the intervention strategy.	MCA and MAP scores	Title I Lead Teacher and 5 <sup>th</sup> grade teachers.
While reviewing academic growth, adjusting and shifting the teaching schedule will occur in 1 <sup>st</sup> grade to	1 <sup>st</sup> grade teachers are adjusting their teaching	Fastbridge	1 <sup>st</sup> grade teachers

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increase academic growth in phonics.	schedule to better meet the needs of their students.		
Incorporation of sight words and letter sounds along with other phonemic activities into transitions and line-up orders.	1 <sup>st</sup> grade teachers, responding to academic data, will incorporate sight words letter sound activities into transitions to increase academic growth	Fastbridge	1 <sup>st</sup> grade teachers
3 <sup>rd</sup> and 4 <sup>th</sup> grade PLT Focus will be on comprehension strategies	3 <sup>rd</sup> and 4 <sup>th</sup> grade will focus on comprehension strategies, guided by data, during PLT meetings	MCA, MAP scores, along with unit assessments	3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers, SDAS, Instructional Coach
2 <sup>nd</sup> grade teachers will be thoroughly teaching phonics using methods that have been proven successful at Park Brook in previous years.	The 2 <sup>nd</sup> grade teachers, based upon data of incoming students along with students new to Park Brook, have noted that the current group of 2 <sup>nd</sup> graders are markedly lower than previous 2 <sup>nd</sup> grade classes	Fastbridge, fall-to-spring MAP scores	2 <sup>nd</sup> grade teachers

Priority Two: MATHEMATICS			Measure: MCA Proficiency (Index Rates)						
<b>Column Header</b>									
<b>Results</b>	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.								
<b>Fall Cohort</b>	Index rate for students tested in the previous year and enrolled in the fall of the next year.								
<b>Basic Goal</b>	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.								
<b>Transformational (Trans.) Goal</b>	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.								
<b>Color Coding</b>	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. The minimum basic goal is 25.									
<b>Group</b>	<b>Spring 2017 Results</b>	<b>Spring 2018 Results</b>	<b>Fall 2018 Cohort</b>	<b>2019 Basic Goal</b>	<b>2019 Trans. Goal</b>	<b>Spring 2019 Results</b>	<b>Fall 2019 Cohort</b>	<b>2020 Basic Goal</b>	<b>2020 Trans. Goal</b>
<b>All Students</b>	55.8	54.7	57.1	53.2	69.3	54.2	49.0	45.8	61.7
Grade 3	60.6	53.3	50.0	49.5	64.2	44.6	59.5	60.6	69.6
Grade 4	54.9	57.5	54.7	51.7	66.7	53.5	40.5	38.4	55.4
Grade 5	52.6	53.5	65.7	58.0	76.5	62.9	47.5	40.0	60.6
Amln									
Asian	71.4	68.3				58.3			
Black	46.7	45.1				46.7			
Hispanic	53.6	57.1				53.6			
White	50.0	59.1							
Multiracial	62.5	62.5				68.2			
EL	51.9	46.7				26.0			
Spec Ed	34.2	33.3				33.3			
F/R Lunch	55.5	53.5				52.3			
Female	53.6	50.9				49.1			
Male	57.9	57.4				60.0			

**Priority Two: MATHEMATICS** *Measure: SIP Growth and Gap-Closing (SGG)*

**2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)**

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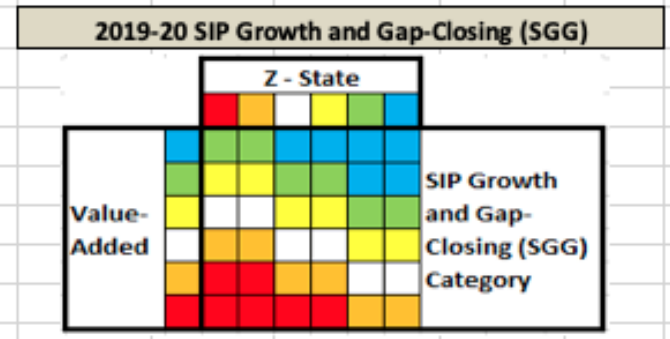
**2019 Color Coding for MCA Value-Added and Z-State Results**

<b>-.30 or below</b>	<b>-.15 to -.29</b>	<b>-.14 to -.01</b>	<b>+.01 to +.14</b>	<b>+.15 to +.29</b>	<b>+.30 and up</b>
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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.

2019 Goals (Based on 2018 Results)			
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Below district average	-.10 and below	0	0.1

2020 Goals			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Transform.	Z - Dist	Val-Add	Z - State	SGG
All Students	0.28	-0.09	0.28	0.15	0.20	0.04	0.05	-0.02	
Grade 3							-0.43		
Grade 4	0.31	-0.17	0.29	0.15	0.20	-0.14	0.06	-0.05	
Grade 5	0.24	-0.01	0.26	0.15	0.20	0.27	0.41	0.01	
Am Ind									
Asian	0.59	0.00	0.42	0.15	0.20	0.21	0.14	0.12	
Black	0.01	-0.13	0.06	0.05	0.10	-0.04	-0.04	-0.12	
Hispanic						0.08	0.29	0.06	
White		-0.40							
EL	0.66	-0.10	0.54	0.15	0.20	0.02	-0.06	0.01	
Multiracial							-0.10		
Spec Ed		-0.49	-0.03	0.05	0.10		-0.02		
F/R Lunch	0.14	-0.01	0.24	0.15	0.20	0.00	0.04	-0.07	
Female	0.29	-0.05	0.13	0.10	0.15	0.06	-0.02	-0.02	
Male	0.27	-0.12	0.38	0.15	0.20	0.03	0.12	-0.02	



<b>Priority Two: Mathematics</b>			
<b>Mathematics Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Intervention kits with manipulatives were built for kids in need of additional support to reach grade-level standards	2 <sup>nd</sup> grade teachers built intervention kits	Unit assessments, fall-to-spring MAP scores	2 <sup>nd</sup> grade teachers
Incorporate technology, Doc Cam, for charts to increase the visibility for all students.	4 <sup>th</sup> grade teachers noticed that some of the charts may be better visually accessed by using technology.	MAP and MCA scores, along with unit assessments	4 <sup>th</sup> grade teachers
Working collaboratively with other grade levels and Title I teachers to find the BEST strategies to teach multiplication/division strategies instead of teaching ALL strategies—teachers will teach standards. This will allow for mastery of strategies taught.	4 <sup>th</sup> grade teachers noticed that students struggled with the number of strategies taught, especially with students who are interacting with grade-level curriculum (which all students do) while below grade level.	MAP and MCA scores	4 <sup>th</sup> grade teachers, Title I teachers with 4 <sup>th</sup> /5 <sup>th</sup> grade
Push-in support for work-place stations to increase math vocabulary and build on questioning skills, deeper exploration, and productive struggle	Kindergarten teachers, who piloted the program, have noticed that students need additional support from adults during work place stations to make the experience more meaningful.	Kindergarten assessments	Kindergarten teachers
After year 1 of Bridges, correlating curriculum between number corner and math time when appropriate to enhance mastery of concepts.	5 <sup>th</sup> grade teachers have noticed that there are ways time could be correlated to support student achievement	MAP and MCA scores	5 <sup>th</sup> grade teachers
Additional targeted learning program to supplement WOOT math to address previous skills students are missing.	5 <sup>th</sup> grade teachers will be working to increase learning during math intervention time.	MCA and MAP scores	5 <sup>th</sup> grade teachers

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Interventions began immediately for students who are needing support as indicated by initial assessments.	Intervention teachers decided to begin interventions immediately, instead of waiting as was done last year, to provide immediate support for students who need assistance with reading and recognizing numbers, counting, one more, and one less.	Unit assessments	Title I / Intervention teachers 1 <sup>st</sup> - 5 <sup>th</sup>
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**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	<b>Park Brook Elementary receives a number of compliments regarding behaviors, however, as a staff we have noticed needs in the area of mental health and trauma.</b>
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<b>Student Behavior</b> (Example: office referrals, suspensions, etc.)	<b>Baseline data by target group</b> (Example: ethnicity, socioeconomic, grade level, etc.)	<b>Goal</b>
Participation in engagement activities, which are activities students self-select before school, after school and on weekends.	Over 90% of students in grades 1 <sup>st</sup> -5 have participated in at least one engagement activity during the year. (Some engagement activities are one-time events, but most are significantly longer, such as choir which is 5 months.)	Maintain a level of over 90% of students participating in engagement activities throughout the school year.
Sit-ups—as a school with a Focus on Fitness, Park Brook encourages fitness knowing that increasing fitness increases positive behaviors.	In the spring of 2019, 61% of students in grades 1-5 received a score of 3 or higher (district standard or higher) on their sit-up test.	In the spring of 2020, 64% of Park Brook students will receive a score of 3 or higher on their sit-up test.
Mile-Run—as a school with a Focus on Fitness, Park Brook encourages fitness knowing that increasing fitness increases positive behaviors.	In the spring of 2019, 58% of students in grades 1-5 received a scores of 3 or higher (district standard or higher) on their mile-run test.	In the spring of 2020, 61% of Park Brook students will receive a score of 3 or higher on their mile-run test.
Suspensions	Park Brook Elementary over the past few years has had very few suspensions. Last year, there were more suspensions at Park Brook, but attributable to basically one student and	

	therefore Park Brook is responding individually to this, rather than a goal.	
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<b>Student Behavior Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Learn, use and implement ENVOY strategies.	3 <sup>rd</sup> grade teachers will participate in learning activities to understand ENVOY strategies.	I-Room visits	3 <sup>rd</sup> grade teachers
Morning greeting in 1 <sup>st</sup> grade	1 <sup>st</sup> grade teachers are incorporating a new greeting strategy to assist with building relationships with students.	I-Room visits	1 <sup>st</sup> grade teachers.
Morning check-in routine for students to place their name stick in a small bucket representing the Zones of Regulation	1 <sup>st</sup> grade teachers are incorporating a new routine to assist students with being mindful of their 'zone' when they come into school in the morning	I-Room visits, teachers are keeping a spread sheet to monitor how students arrive in the morning.	1 <sup>st</sup> grade teachers
Brain Boosts	--1 <sup>st</sup> grade using a wider variety of brain boots from different websites and allowing more student choice in the activities, --5 <sup>th</sup> grade—additional brain boosts for at-risk students, --2 <sup>nd</sup> grade—scheduling brain boosts to be proactive, rather than reactive when noticing students need to move.	I-room visits	All teachers
Flexible kinesthetic seating	Mrs. Otto's classroom has moved to flexible kinesthetic seating (all classes use kinesthetic seating) to increase	I-Room visits	Mrs. Otto

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	student choice with movement.		
Enhanced calming areas within the classroom	1 <sup>st</sup> grade—introduced a second calming area in the classroom, Kindergarten and Pre-K-- creating a classroom calming box with options and resources		
Trauma Informed Practices	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> grade teachers have read a book to help them better understand trauma and how to change their practices to assist students who have experienced trauma.</li> <li>• The entire staff participated in a training with the Lee Carlson Center to understand trauma.</li> <li>• The PBIS/Equity team will work with trauma to assist the school in moving forward in understanding how to appropriately respond.</li> </ul>	I-Room visits, anecdotal information from school counselor and BIT	PBIS/Equity team, Mr. Taylor, 2 <sup>nd</sup> grade teachers

<b>Priority Four: Family Engagement</b>	
<b>Evidence of Need:</b>	In the spring of 2019, Osseo Area Schools’ School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.
<b>Goal:</b>	Increase parent involvement at Park Brook Elementary. Examples: Strengthen existing PTO work, develop a PTO group, design parent involvement groups, REAL Talks, etc.

<b>Family Engagement Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure progress:</b> <i>What data will be collected?</i>	<b>Person(s) Responsible:</b>
Invite parents to come into the school and share their culture and traditions.	Invite parents to come into the school to share their traditions and culture.	Number of parents who come to the school share in various groups.	4 <sup>th</sup> Grade teachers, Language Club instructors (Hmong Club, Spanish Club, Vietnamese Club, Language Clubs)
Class-wide emails to parents to keep parents informed, or weekly newsletter.	Teachers will send email to the entire class as a form of communicating class-wide information.	Number of emails sent to families, number of newsletters sent home.	Kindergarten and fifth-grade teachers. 2 <sup>nd</sup> grade will be sending a weekly newsletter home.
Language Clubs family field trips/events. In the past, we have had one field trip and then a celebration at the end of the year for the after-school Language Clubs. Last year, we added a field trip at the beginning of the year to Wirth Park which included family hikes in affinity groups, dinner, and s’mores around a campfire.	Plan and advertise events for families in the Language Clubs. These specific events are designed to encourage students to maintain their home language as well as be intentional about including families and their cultures.	Number of events planned as well as number of families attending.	Scott Taylor, Principal; and Maureen Araya, Equity Specialist
Gather input regarding Focus on Fitness during the school-wide BBQ	Greet parents and invite them to participate in the survey which will be	Review the data from the survey, and more	Mary Rachor, Title I Lead Teacher; Sherron

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<p>in two specific areas: parent interest in educational opportunities for family fitness and family nutrition; and parent suggestions regarding Park Brook’s Focus on Fitness initiative.</p>	<p>conducted at the BBQ. The survey is using a voting method with containers so that it is quick and easy, and then a paper response if families want to share more.</p>	<p>importantly, respond to the information.</p>	<p>Taylor, Equity Teacher; Scott Taylor, Principal</p>
<p>Curriculum Information along with intervention strategies at Park Brook: At Open House we had a booth for parents to learn about curriculum along with strategies for meeting students needs if they are below or above grade level. Parents were given the opportunity, if they visited the booth, to be entered into a drawing for one of three salad-bar-lunches (the lunches were provided by a donation for this specific purpose).</p>	<p>Provide information at the booth for parents to learn more about curriculum at Park Brook.</p>	<p>Number of families visiting booth, as noted by number of parents entering into the drawing.</p>	<p>Mary Rachor, Title I Lead Teacher; Mary Beczkalo, Title I Teacher; Scott Taylor, Principal</p>
<p>Enhance PTO monthly focus</p>	<p>Each month a different teacher comes to share about a different topic. Advertising will be more proactive and enhanced.</p>	<p>Number of parents attending PTO</p>	<p>Volunteer coordinator and Mr. Taylor</p>
<p>ForEverest—this is an event sponsored by CycleHealth. While open to boys and girls, Park Brook initiated this event at Park Brook for only boys in grades 2-5. This was a direct response to parent input with a desire for an event just for boys. We have Girls on the Run, and at several events when we requested input, the input was for an event (class) just for boys.</p>	<p>ForEverest is an outdoor challenge strictly for boys, held in May.</p> <p><b>This event is listed under parent involvement because it is a direct response to multiple parent requests. In addition, parents (adult father figures) participated with the sons/nephews this past year.</b></p>	<p>Number of boys participating in ForEverest</p>	<p>Mr. Taylor</p>

## **Specific Park Brook Strategies that have moved from Site Improvement Plan items to 'Business as Usual' at Park Brook Elementary:**

### **Focus on Fitness Initiative:**

Park Brook Elementary is a school with a Focus on Fitness initiative to increase positive behaviors and academic growth. This initiative is based upon research, primarily upon the research of Dr. John Ratey from Harvard University. At Park Brook you will notice:

- Students sitting on kinesthetic seating,
- Brain Boosts throughout the day for students to get their heart rate into the moderate-to-vigorous zones,
- Students in grades 3-5 setting specific fitness goals along with their reading and math goals for the year,
- Before school and after school fitness opportunities, such as, but not limited to: Boot Camp, Girls on the Run, and Morning Move,
- Weekend events, such as, but not limited to: Twin Cities 5K, Resilinator, Minne-Loppet, Luminary Loppet, Kidarod, Fun Run at the U of M, and so on,
- Cross-country skiing with The Loppet Foundation, a ten-week unit during physical education classes, grades 3-5,
- For more information, please visit the Park Brook website.

### **Math Pre-Teaching in Title I, aligned with core math instruction:**

When reviewing MAP scores from 2019, and specifically reviewing spring-to-spring math growth scores, meeting or exceeding expected growth in math, for students in grades 3-5, 92.3 % of the groups and subgroups at Park Brook Elementary, in math, were in the blue or green zones, according to information received from Osseo Area Schools data. Green and blue zones signify that in these groups and subgroups, over 60% or 70%, respectively, students were meeting or exceeding their expected growth in math based on national norms.

Other schools in the district were at the following percentages for groups and subgroups in the blue and green zones: 85.7%, 66.7%, 58.3%, 42.9%, 23.1%, 23.1%, 16.7%, 15.3%, 14.3%, 14.3%, 8.3%, 8.3%, 7.1%, 0.00% and 0.00%. (One school did not have scores for spring-to-spring math scores for the MAP assessment.)

The Key components of this program include:

- Use of Bridges Math Curriculum,
- Pace of instruction is directly aligned with district and grade-level pace,
- Title I teacher (paid from Title I and compensatory funds) provides pre-teaching, and core math teacher (paid from compensatory funds) provides core math instruction for groups in grades 1-5.



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- Pre-teaching and core math instructor review data and plan math lessons together so that students are pre-taught skills that they need during math intervention to ensure that they can maintain the pace of regular core curriculum,
- Students are taught in a group of 12, with a teacher and an ESP in both pre-teaching and core math instruction.
- While students do shift in-and-out of the group when demonstrating success, we also ensure that students have stabilized and have moved to a place of stability so that they can be successful. We have found that moving kids from instructor-to-instructor is not beneficial for students.
- The key is maintaining academic pace so that all students, regardless of their group, receive instruction in all standards.

Site Improvement Team

Name	Position	Name	Position
1. Scott Taylor	Principal	6. Amy Loken	Staff Development Assessment Specialist
2. Colleen Orton	Math Teacher	7. Sherri Shober	Kindergarten Teacher
3. Susanne Karris	4 <sup>th</sup> Grade Teacher	8. Michael Tomten	School Psychologist
4. Gary Wieser	ATTPS Coach	9. Sherron Taylor	Equity Teacher
5. Mary Rachor	Title I Lead Teacher	10. Linda Carlson	1 <sup>st</sup> Grade Teacher

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: \_\_\_\_\_