

Form A2 – School Improvement Plan

Principal: Heather Miller-Cink

Assistant Superintendent: Stephen Flisk

School: Park Center Senior High

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)?

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Graduation Rate Color Coding	10%+ from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal	
PCSH							

Four-Year Graduation Rate - Goals and Results

	Results 2015	Results 2016	Basic Goal 2017	Transform Goal 2017	Results 2017	Basic Goal 2018	Transform Goal 2018	Results 2018
All Students	82.4	78.7	81.4	84.0	86.4	88.1	89.8	
Am Ind								
Asian	88.5	83.1	85.2	87.3	90.1	91.4	92.6	
Black	75.4	68.9	72.8	76.7	84.4	86.4	88.3	
Hispanic	73.8	74.4	77.6	80.8	76.7	79.6	82.6	
White	90.2	89.7	91.0	92.2	92.5	93.4	94.4	
Multiracial^					73.1	76.4	79.8	
EL	59.5	61.4	66.2	71.0	78.0	80.8	83.5	
Spec Ed	57.1	55.9	61.4	66.9	65.2	69.5	73.9	
F/R Lunch	77.9	74.8	78.0	81.1	81.8	84.1	86.3	
Homeless^					66.7	70.8	75.0	
Female	88.2	84.3	86.3	88.2	88.6	90.0	91.5	
Male	76.7	72.9	76.3	79.7	84.1	86.1	88.1	

Graduation Rate Basic goal = halfway to 100% in 4 years. Transformational = halfway to 100% in 2 years.

^ Results reported for the first time in 2018-19 SIP.

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Priority One: READING			Measure: MCA Proficiency (Index Rates)						
Column Header									
Results	10th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.								
Fall Cohort	Index rate for students tested in 8th grade and enrolled in the fall of 10th grade.								
Basic Goal	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.								
Transformational (Trans.) Goal	The MDE index target (reduce non-proficiency by half in two years).								
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. Because there was a change in the standards for the 8th grade test in the pre-test year (2014), the actual (versus the projected) district average index rate change was used to set the basic goal in the final report.									
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
Grade 10	62.3	64.2	57.4	60.7	68.1	66.1	54.0	61.9	65.5
Amln									
Asian	65.8	66.9				66.1			
Black	50.9	54.3				57.9			
Hispanic	59.5	56.9				54.2			
White	80.6	85.8				81.9			
Multiracial		58.7							
EL	17.4	13.5				19.3			
Spec Ed	33.9	28.8				37.9			
F/R Lunch	53.3	56.8				58.0			
Female	63.9	69.8				67.9			
Male	60.9	58.4				64.2			

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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
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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	Grade 10	-0.02	-0.04	0.05	0.10	-0.14	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.05	0.02	0.05	0.10	-0.17	0.00	0.10
Gap Reduction	Black	-0.14	-0.21	0.00	0.10	-0.16	0.00	0.10
Gap Reduction	Hispanic	-0.16	0.03	0.05	0.10	-0.11	0.00	0.10
Gap Reduction	White	0.13	0.17	0.15	0.20	-0.09	0.05	0.10
Gap Reduction	Multiracial		0.57	0.15	0.20			
Gap Reduction	EL	-0.07	-0.08	0.05	0.10	-0.11	0.00	0.10
Gap Reduction	Spec Ed	0.18	0.10	0.10	0.15	-0.16	0.00	0.10
Gap Reduction	F/R Lunch	-0.06	-0.03	0.05	0.10	-0.18	0.00	0.10
Gap Reduction	Female	-0.09	-0.15	0.00	0.10	-0.14	0.00	0.10
Gap Reduction	Male	0.04	0.07	0.05	0.10	-0.14	0.00	0.10

Priority One: Reading			
Reading Continuous Improvement Action Plan:			
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:
Place struggling readers in co-taught courses with academically proficient peers based on learning needs (Reading and SpEd,) and multiple-data points including but not limited to MCA, MAP, course performance, and teacher evaluation	Purposeful pairing and continuity of teaching teams; maintain a balance of 65/35 (grade-level readers/struggling readers)	Student grades; student reflection surveys; MCA/MAP scores; attendance data	Content-area teachers; SpEd and reading teachers; Literacy Coach; Instructional Coach; and administration
Place EL students in co-taught courses with academically proficient peers based on multiple data points including but not limited to MCA, MAP, ACCESS, course performance, and teacher evaluation	Purposeful pairing and continuity of teaching teams; maintain a balance of 65/35 (grade-level/EL students)	Student grades; student reflection surveys; MCA/MAP scores; attendance data	Content-area teachers; EL teachers; Literacy Coach; Instructional Coach; and administration
Develop a plan to provide blended learning spaces which will support differentiated learning for students	Tour classrooms/schools with blended learning spaces; seek teacher and student feedback to incorporate multiple perspectives for design space	Plan for blended learning space is developed	DL4A cohort teachers (Angie Vivatson; Laura Williams)
Place students in targeted instruction (reading lab) based on multiple data points including but not limited to MCA, MAP, course performance, and teacher evaluation	Purposeful placement of students into a full year of reading lab and, when appropriate for the student, a full year of collaborative English	MAP score, teacher input, and grades	Administration; Registrar; and Literacy coach
Place reading co-teachers, SPED co-teachers and EL co-teachers with content-area PLTs for their common planning time	PLTs will explore and share successful teaching strategies to scaffold rigorous tasks for learners at all levels; collect, monitor, and reflect on data to determine effectiveness of co-taught sections; PLTs will intentionally and specifically discuss how to engage students of color, focusing on our Black and Latina/o students	Student grades; MCA/MAP scores; attendance data; PLT analysis of formative and summative data broken down by race and learning needs	Content teachers; Literacy Coach; Instructional Coach; co-teachers (Lang/Lit, Reading, SpEd, and EL); and administration

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Continue to align English Skills curriculum with English curriculum	English Skills teachers will collaborate with the literacy coach, each other, and/or Instructional Coach to modify curriculum to meet the needs of English Skills students	MAP scores; PLT analysis of formative and summative data broken down by race	Special Ed teachers; Special Education Building Coordinator; Literacy Coach; Instructional Coach
Scaffold instruction and curriculum for EL students through co-taught and academic language courses (EL)	Collaboration between EL and content area teacher to ensure effective scaffolding and instructional strategies including explicit instruction in academic language; monitor placement and progress of long-term EL students	ACCESS scores; MAP scores; PLT analysis; EL student individual goal tracking and monitoring; student grades	EL/content area PLTs and Literacy Coach
Provide weekly Intervention time	Individual teachers will recommend students who need additional time and/or support to complete assignments and meet learning targets	Student grades and passing rates	Language & Literature teachers and Reading Teachers
Incorporate reading and writing strategies and skill instruction into content area classes	Teachers will use the Culturally Relevant Unit Planner with the CLEAR Model to incorporate reading and writing skills into their curriculum and instruction; literacy skills and strategies will be modeled and taught as a part of staff professional development; literacy coach will routinely join PLTs to support implementation of reading and writing skills into content instruction	MCA and MAP data; teacher observation; PLT analysis of formative and summative data; student grades	All licensed staff; Administration; Literacy Coach; Instructional Coach
Allocate resources for 1.0 FTE Literacy Coach	1-on-1 coaching cycles with teachers to provide PLT support on weekly and bi-weekly rotations across all content areas; coaching will blend literacy instruction and scaffolding with culturally responsive pedagogy to support Black and Latina/o students.	MCA, MAP, QRI, and SRI scores; grades	Literacy Coach; Administration
Allocate resources for 1.0 FTE Instructional Coach	1-on-1 coaching cycles with teachers to provide PLT support on weekly and bi-weekly rotations across all content areas; coaching will blend EL instruction and scaffolding with culturally responsive pedagogy to support Black and Latina/o students.	MCA, MAP, QRI, and SRI scores; grades	Instructional Coach; Administration

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Priority Two: MATHEMATICS				Measure: MCA Proficiency (Index Rates)					
Column Header									
Results									
11th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.									
Fall Cohort									
Index rate for students tested in 8th grade and enrolled in the fall of 11th grade.									
Basic Goal									
Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.									
Transformational (Trans.) Goal									
The MDE index target (reduce non-proficiency by half in two years).									
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	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
Grade 11	37.3	47.7	67.4	54.9	75.6	41.6	67.8	55.3	75.9
Amln									
Asian	44.0	52.4				42.8			
Black	18.2	30.4				31.0			
Hispanic	35.0	43.8				29.5			
White	61.1	68.4				74.5			
Multiracial		34.6				31.6			
EL	7.4	9.1				0.0			
Spec Ed	15.5	24.5				25.7			
F/R Lunch	30.0	38.5				31.8			
Female	36.5	46.2				45.5			
Male	38.1	49.0				38.0			

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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>
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	Transform.	2018	Basic	Transform.
Growth	Grade 11	-0.13	-0.25	0.00	0.10	-0.25	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.15	-0.17	0.00	0.10	-0.11	0.00	0.10
Gap Reduction	Black	-0.22	-0.33	0.00	0.10	-0.46	0.00	0.10
Gap Reduction	Hispanic	-0.10	-0.30	0.00	0.10	-0.29	0.00	0.10
Gap Reduction	White	0.07	-0.18	0.00	0.10	0.04	0.05	0.10
Gap Reduction	Multiracial		-0.57	0.00	0.10	-0.55	0.00	0.10
Gap Reduction	EL	0.44				-0.32	0.00	0.10
Gap Reduction	Spec Ed	-0.01				0.09	0.05	0.10
Gap Reduction	F/R Lunch	-0.25	-0.34	0.00	0.10	-0.30	0.00	0.10
Gap Reduction	Female	-0.20	-0.27	0.00	0.10	-0.30	0.00	0.10
Gap Reduction	Male	-0.06	-0.24	0.00	0.10	-0.19	0.00	0.10

Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan:			
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:
Design and implement Culturally-Relevant Teaching Strategies and content through use of the CLEAR model	Teachers will incorporate culturally responsive teaching techniques into their curriculum writing and individual lessons	Formative and summative data broken down by race, EL status, and SpEd status	All staff
Provide common planning time and PLT time during school day; assign reading, EL, and SpEd co-teachers to common planning time with math department	Teachers will identify the essential learning outcomes for their course; teachers will follow the data team process to inform instruction and ensure student learning; disaggregate data by race, EL status, and SPED status	Pre- and post-assessment data; common formativess and summative	Math PLTs; ATPPS coaches; Administration
Provide co-taught sections of Non-Linear Algebra, Geometry, and Algebra 2 for SpEd students with their academically proficient peers	Attend co-teacher training; work to differentiate lesson plans; purposeful pairing and continuity of teaching teams; maintain a balance of 65/35	Student grades	Becky Skramstad; Danielle Parshll; Taylor Trapp, Erin Burnette, Neena Mathers; Kelli Howell
Provide co-taught sections of Algebra Explorations for EL and SpEd students who need additional support as they transition to required math courses for graduation	Attend co-teacher training; work to differentiate lesson plans; purposeful pairing and continuity of teaching teams	Student grades	Ternesha Burroughs; Erin Burnette; Jacob Donaldson; Neena Mathers
Provide co-taught sections of Non-Linear Algebra and Geometry for struggling readers with their academically proficient peers.	Attend co-teacher training; work to differentiate lesson plans; purposeful pairing and continuity of teaching teams; maintain a balance of 65/35	Student grades	Nora Vee; Manju Connoly; Kristen Hoffman; Deirdra Huberty
Offer intervention during advisory for NLA, Geometry, and Algebra 2 students who needed additional support	Staff will assign students to intervention as a response to summative/formative assessment	Student grades	NLA, Geometry, and Algebra 2 data teams

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<p>Allocate resources for 1.0 FTE Learning Lab teacher to provide support for 11th and 12th graders at risk of not graduating in 4 years</p>	<p>Licensed math teacher will provide math/academic support for Black and Latino/a students</p>	<p>Overall credit accumulation; learning lab grades and math grades</p>	<p>Jeff Westervelt; Julius Eromosele</p>
<p>Identify and recommend students to take Geometry and Algebra currently in order to provide future access to higher level math courses</p>	<p>NLA teachers will identify students who could benefit from doubling up on math in order to access higher level math courses during their 11th and 12th grade years</p>	<p>Math course registration of the current “doubled up” students for the 2019-20 school year</p>	<p>Math department; Julius Eromosele; Registrar</p>

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Priority Three: Student Behavior	
Evidence of Need:	<p><u>There were 3254 total office incident/referrals for the 2017-18 school year</u></p> <ul style="list-style-type: none"> • 1033 of the total referrals were written for the 9th graders; • which represents 31.8 % all incident/referrals. • This number is disproportionate as 9th graders made up 25.8% of the student body. <p><u>There were 3254 total office incident/referrals for the 2017-18 school year</u></p> <ul style="list-style-type: none"> • 2396 of the referrals were written for Black (not of Hispanic origin) students; • which represents 72.5 % of all referrals. • This number is disproportionate as Black (not of Hispanic origin) students make up 38.7% of the total school population. <p><u>There were 3254 office incident/referrals for the 2017-18 school year</u></p> <ul style="list-style-type: none"> • 766 individual students accounted for the total number office referrals. • Of the 766 individual students, 40 students had 15 or more referrals (1.8 % of the the school population) <ul style="list-style-type: none"> a. 9th grade = 18 b. 10th grade = 13 c. 11th grade = 8 d. 12th grade = 1

	Baseline data by target group	Goal
Office Incident/Referrals	Of the 3254 total incident/referrals written in the 2017-18 school year, 2396 were for Black students; which accounts for 72.5 % of all office Incident/referrals	Decrease the percentage of office incident/referrals attributed to Black (not of Hispanic origin) students in the 2018-19 school year from 72.5% to 68.5%
Office Incident/Referrals	Of the 3254 total incident/referrals for the 2017-18 school year; 766 individual students accounted for the total number office referrals. Of the 766 individual students, 40 students had 15 or more referrals (1.8% of the school population).	Decrease the percentage of individual students who receive 15 or more incident/referrals to 1% of the overall student body
Office Incident/Referrals	Of the 3254 total incident/referrals for the 2017-18 school year; 1033 were written for the 9 th graders; Of the 1033 9 th grade incident/referrals, 12 individual students had 11-15 incident/referrals (2 % of the 9 th grade class).	Decrease the percentage of individual 9 th grade students who have 11-15 incident/referrals to 1.5 % of the 9 th grade class.

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Student Behavior Continuous Improvement Action Plan:			
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:
Continue refinement of Alternative to Suspension (ATS) process and protocols; redesign the physical space to include varying seating options	Students will complete reflection sheets; ATS ESPs will process with students and SMSs will review; new configuration for each ATS room	Monthly reflection/analysis of ATS effectiveness with administration and ATS ESPs. Data analysis every trimester	Jennifer Smasal; JT; Al Nolen; Paris Kyles; Jarrette Fellows; and ATS ESPs
Refine process/procedures for the use of calming room	Social workers and administration will collaborate to refine process/procedures for utilizing the calming room	Total # of students utilizing the calming room	Jennifer Smasal; Jen Anderson, Elizabeth Gunckel; Kendra Kuhlman
Continue to provide mediation services for students/staff/families	PC Admin will collaborate with Community Mediation & Restorative Services (CMRS) to provide mediations; PC staff will refer students/staff/families; trimester check-in with PC admin and CMRS	Total # of students referred to services	Kim Berling; Jennifer Smasal; JT; Al Nolen; Paris Kyles; Jarrette Fellows; and CMRS staff
Collaborate with SEBC and case managers on processing referrals for students receiving special education services	Review and disaggregation of referral and suspension data; data will be analyzed by race and SpEd designation	Monthly data collection and analysis with AP assigned to SpEd, SMSs, and SEBC	Danielle Johnson; SpEd case managers; Jennifer Smasal; Kim Berling; and SMSs
Continue holding monthly AP/SMS team meetings	Review of discipline data, disaggregated by race and incident type; design plans for students who have received 5 or more referrals during each trimester	Cognos data for behavior referrals	Kim Berling; Jennifer Smasal; JT; Al Nolen; Paris Kyles; and Jarrette Fellows
Provide Check & Connect for SpEd students	Collaborate with District Staff to coordinate	Trimester grades; credit accumulation; office referrals	Jennifer Smasal; Elizabeth Xiong; Dani Johnson

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<p>Provide Summer Academy for incoming at risk 9th graders and returning Summer Academy students from summer of 2018</p>	<p>Identify at-risk incoming 9th graders for Summer program according to multiple data points; provide 3 week summer program; schedule Summer Academy students in Learning Lab and with same core teachers for the school year when possible</p>	<p>MCA scores; MAP scores; mid-tri and final trimester grades</p>	<p>Julius Eromosele, Jennifer Smasal; Shelly Wallace; Barb Metcalf</p>
<p>Provide support group for at-risk Black, male, 9th and 10th grade students</p>	<p>Identify at-risk 9th and 10th grade Black male students; provide academic, SEL support, and check ins for students</p>	<p>Trimester grades; credit accumulation; office referrals</p>	<p>Julius Eromosele; Al Nolen; classroom teachers</p>

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Site Improvement Team

Name	Position
<ul style="list-style-type: none">• Justin Jacobs• Danielle Parshall	Math Teachers
<ul style="list-style-type: none">• Janet Freeberg-Lawson• Megan Rohwer• Laura Williams Tugana	English Teachers
<ul style="list-style-type: none">▪ Annie Chapman▪ Kristin Hoffman	Reading Teachers
<ul style="list-style-type: none">• Angie Vivatson• Shelly Wallace	Lit/Instructional Coaches
<ul style="list-style-type: none">• Kim Berling• Julius Eromosele• Jennifer Smasal	Assistant Principals
<ul style="list-style-type: none">• Heather Miller-Cink	Principal

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:** _____