

Form A2 – School Improvement Plan

Principal: Heather Miller-Cink

Assistant Superintendent: Steve Flisk

School: Park Center Senior High School

Date: October 10, 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):

| | | | | | |
|---------------------------------|--------------------------|---------------------|-----------------------|-------------------|---------------------------------|
| Far Below Basic Goal | Well Below Basic Goal | Below Basic Goal | Near Basic Goal | Met Basic Goal | Met Transformational Goal |
|---------------------------------|--------------------------|---------------------|-----------------------|-------------------|---------------------------------|

- (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)?

| | | | | | | | |
|-------------------------------------|------------------------|--------------------------|--------------------------|--------------------------|-----------------------|----------------------------------|--|
| 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 2016 | Results 2017 | Basic Goal 2018 | Transform Goal 2018 | Results 2018 | Basic Goal 2019 | Transform Goal 2019 | Results 2019 |
|---------------------|--------------|--------------|-----------------|---------------------|--------------|-----------------|---------------------|--------------|
| All Students | 78.7 | 86.4 | 88.1 | 89.8 | 82.4 | 84.6 | 86.8 | |
| Am Ind | | | | | | | | |
| Asian | 83.1 | 90.1 | 91.4 | 92.6 | 87.3 | 88.9 | 90.5 | |
| Black | 68.9 | 84.4 | 86.4 | 88.3 | 78.2 | 80.9 | 83.7 | |
| Hispanic | 74.4 | 76.7 | 79.6 | 82.6 | 69.1 | 72.9 | 76.8 | |
| White | 89.7 | 92.5 | 93.4 | 94.4 | 85.9 | 87.6 | 89.4 | |
| Multiracial^ | | 73.1 | 76.4 | 79.8 | 88.2 | 89.7 | 91.2 | |
| EL | 61.4 | 78.0 | 80.8 | 83.5 | 79.0 | 81.6 | 84.2 | |
| Spec Ed | 55.9 | 65.2 | 69.5 | 73.9 | 53.5 | 59.3 | 65.1 | |
| F/R Lunch | 74.8 | 81.8 | 84.1 | 86.3 | 79.1 | 81.7 | 84.3 | |
| Homeless^ | | 66.7 | 70.8 | 75.0 | 53.9 | 59.6 | 65.4 | |
| Female | 84.3 | 88.6 | 90.0 | 91.5 | 85.3 | 87.2 | 89.0 | |
| Male | 72.9 | 84.1 | 86.1 | 88.1 | 79.8 | 82.3 | 84.8 | |

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.

| Priority One: READING | | <i>Measure: MCA Proficiency (Index Rates)</i> | | | | | | | |
|---|---|---|------------------------------------|------------------------------------|------------------|----------------------|------------------|-----------------|------------------|
| 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. | | | | | | | | | |
| 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 |
| Grade 10 | 64.2 | 66.1 | 56.2 | 64.1 | 67.7 | 64.9 | 56.9 | 64.1 | 67.7 |
| Amin | | | | | | | | | |
| Asian | 66.9 | 66.1 | | | | 68.1 | | | |
| Black | 54.3 | 57.9 | | | | 54.0 | | | |
| Hispanic | 56.9 | 54.2 | | | | 64.0 | | | |
| White | 85.8 | 81.9 | | | | 81.8 | | | |
| Multiracial | 58.7 | | | | | 53.8 | | | |
| EL | 13.5 | 19.3 | | | | 20.0 | | | |
| Spec Ed | 28.8 | 37.9 | | | | 16.7 | | | |
| F/R Lunch | 56.8 | 58.0 | | | | 59.1 | | | |
| Female | 69.8 | 67.9 | | | | 66.3 | | | |
| Male | 58.4 | 64.2 | | | | 63.4 | | | |

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

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

| | | | | | |
|--------------------------------|------------------------------------|------------------------------------|---------------------------------|-----------------------|----------------------------------|
| .30 or more below Basic | .15 to .29 below Basic Goal | .04 to .14 below Basic Goal | Within .03 of Basic Goal | Met Basic Goal | Met Transformational Goal |
|--------------------------------|------------------------------------|------------------------------------|---------------------------------|-----------------------|----------------------------------|

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

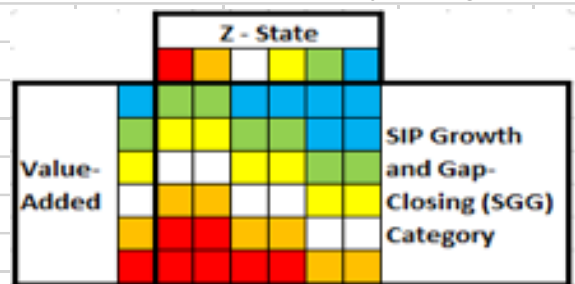
| | | | | | |
|----------------------|---------------------|---------------------|---------------------|---------------------|--------------------|
| -.30 or below | -.15 to -.29 | -.14 to -.01 | +.01 to +.14 | +.15 to +.29 | +.30 and up |
|----------------------|---------------------|---------------------|---------------------|---------------------|--------------------|

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 |
| Grade 10 | -0.02 | -0.04 | -0.14 | 0.00 | 0.10 | -0.08 | -0.04 | -0.02 | |
| Am Ind | | | | | | | | | |
| Asian | 0.05 | 0.02 | -0.17 | 0.00 | 0.10 | -0.03 | 0.00 | 0.03 | |
| Black | -0.14 | -0.21 | -0.16 | 0.00 | 0.10 | -0.29 | -0.15 | -0.23 | |
| Hispanic | -0.16 | 0.03 | -0.11 | 0.00 | 0.10 | 0.11 | 0.06 | 0.18 | |
| White | 0.13 | 0.17 | -0.09 | 0.05 | 0.10 | 0.04 | -0.03 | 0.11 | |
| Multiracial | | 0.57 | | | | -0.13 | -0.03 | -0.06 | |
| EL | -0.07 | -0.08 | -0.11 | 0.00 | 0.10 | -0.04 | 0.00 | 0.02 | |
| Spec Ed | 0.18 | 0.10 | -0.16 | 0.00 | 0.10 | -0.38 | -0.13 | -0.32 | |
| F/R Lunch | -0.06 | -0.03 | -0.18 | 0.00 | 0.10 | -0.14 | -0.05 | -0.07 | |
| Female | -0.09 | -0.15 | -0.14 | 0.00 | 0.10 | -0.08 | -0.02 | -0.02 | |
| Male | 0.04 | 0.07 | -0.14 | 0.00 | 0.10 | -0.08 | -0.06 | -0.02 | |

| 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 | Student grades; student reflection surveys; MCA/MAP scores; attendance data |
| 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 |
| 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; SEBC; 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 |
| 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 EL instruction and scaffolding with culturally responsive pedagogy to support Black and Latina/o students | MCA, MAP, QRI, and SRI scores; grades | MCA, MAP, QRI, and SRI scores; grades |
| 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 |
| All English and Reading teachers will be proficient with multiple course requirements per different grade levels as well as trimester standard alignment in order to insure rigor and mastery of cross curricular standards | Two PLT/Data days will be used to create an overview scope and sequence specific to the curricular requirements | MCA and MAP data; teacher observation; PLT analysis of formative and summative data; student grades | Language & Literature teachers and Reading Teachers |

| 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 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 |
| Grade 11 | 47.7 | 41.6 | 65.8 | 49.6 | 74.4 | 40.7 | 56.5 | 39.1 | 67.3 |
| Amln | | | | | | | | | |
| Asian | 52.4 | 42.8 | | | | 45.8 | | | |
| Black | 30.4 | 31.0 | | | | 25.9 | | | |
| Hispanic | 43.8 | 29.5 | | | | 18.3 | | | |
| White | 68.4 | 74.5 | | | | 65.3 | | | |
| Multiracial | 34.6 | 31.6 | | | | | | | |
| EL | 9.1 | 0.0 | | | | 0.0 | | | |
| Spec Ed | 24.5 | 25.7 | | | | 5.9 | | | |
| F/R Lunch | 38.5 | 31.8 | | | | 28.9 | | | |
| Female | 46.2 | 45.5 | | | | 36.7 | | | |
| Male | 49.0 | 38.0 | | | | 44.4 | | | |

| Priority Two: MATHEMATICS | | | | | | Measure: SIP Growth and Gap-Closing (SGG) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------------------------|------------------------------------|---------------------------------|-----------------------|--|---|--------------|--------------|-----|-------|----------|-----------|---|------------|--|--------------|--|-------------|--|------|------|------|-------|------------|----------|---|-----------|-----|-----------------|--------------|--------------|--------------|-------------|-------------|--------------|--------------|--------------|--|--------|--|--|--|--|--|--|--|--|--|-------|-------|-------|-------|------|------|-------|-------|-------|--|-------|-------|-------|-------|------|------|-------|-------|-------|--|----------|-------|-------|-------|------|------|-------|------|-------|--|-------|------|-------|------|------|------|-------|-------|-------|--|----|------|--|-------|------|------|-------|------|-------|--|-------------|--|-------|-------|------|------|--|--|--|--|---------|-------|--|------|------|------|-------|-------|-------|--|-----------|-------|-------|-------|------|------|-------|-------|-------|--|--------|-------|-------|-------|------|------|-------|-------|-------|--|------|-------|-------|-------|------|------|-------|-------|-------|--|
| 2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| .30 or more below Basic | .15 to .29 below Basic Goal | .04 to .14 below Basic Goal | Within .03 of Basic Goal | Met Basic Goal | Met Transformational Goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019 Color Coding for MCA Value-Added and Z-State Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -.30 or below | -.15 to -.29 | -.14 to -.01 | +.01 to +.14 | +.15 to +.29 | +.30 and up | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020 Goals | | | | | 2019-20 SIP Growth and Gap-Closing (SGG) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Basic | | Transformational | | | <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="4">Z - State</th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);">Value-Added</td> <td></td> <td style="background-color: red;"></td> <td style="background-color: orange;"></td> <td style="background-color: yellow;"></td> <td style="background-color: lightgreen;"></td> <td style="background-color: green;"></td> <td style="background-color: blue;"></td> <td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);">SIP Growth and Gap-Closing (SGG) Category</td> </tr> <tr> <td></td> <td style="background-color: lightgreen;"></td> <td style="background-color: yellow;"></td> <td style="background-color: lightblue;"></td> <td style="background-color: blue;"></td> <td style="background-color: darkblue;"></td> <td style="background-color: black;"></td> </tr> <tr> <td></td> <td style="background-color: yellow;"></td> <td style="background-color: lightblue;"></td> <td style="background-color: blue;"></td> <td style="background-color: darkblue;"></td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> <tr> <td></td> <td style="background-color: orange;"></td> <td style="background-color: lightblue;"></td> <td style="background-color: blue;"></td> <td style="background-color: darkblue;"></td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> <tr> <td></td> <td style="background-color: red;"></td> <td style="background-color: lightblue;"></td> <td style="background-color: blue;"></td> <td style="background-color: darkblue;"></td> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> </tbody> </table> | | | | | | | Z - State | | | | | | Value-Added | | | | | | | | SIP Growth and Gap-Closing (SGG) Category | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Z - State | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Value-Added | | | | | | | | | | | | | SIP Growth and Gap-Closing (SGG) Category | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 0.15 | Z-State | 0.30 | Z-State | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 0.15 | Val-Add | 0.30 | Val-Add | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Applied to All Groups | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th rowspan="2">Group</th> <th colspan="3">Baseline</th> <th colspan="2">2019 Goals</th> <th colspan="4">2019 Results</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>Basic</th> <th>Transform.</th> <th>Z - Dist</th> <th>Val-Add</th> <th>Z - State</th> <th>SGG</th> </tr> </thead> <tbody> <tr> <td>Grade 11</td> <td>-0.13</td> <td>-0.25</td> <td>-0.25</td> <td>0.00</td> <td>0.10</td> <td>-0.35</td> <td>-0.27</td> <td>-0.74</td> <td></td> </tr> <tr> <td>Am Ind</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asian</td> <td>-0.15</td> <td>-0.17</td> <td>-0.11</td> <td>0.00</td> <td>0.10</td> <td>-0.39</td> <td>-0.29</td> <td>-0.78</td> <td></td> </tr> <tr> <td>Black</td> <td>-0.22</td> <td>-0.33</td> <td>-0.46</td> <td>0.00</td> <td>0.10</td> <td>-0.47</td> <td>-0.23</td> <td>-0.87</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>-0.10</td> <td>-0.30</td> <td>-0.29</td> <td>0.00</td> <td>0.10</td> <td>-0.25</td> <td>0.00</td> <td>-0.64</td> <td></td> </tr> <tr> <td>White</td> <td>0.07</td> <td>-0.18</td> <td>0.04</td> <td>0.05</td> <td>0.10</td> <td>-0.16</td> <td>-0.37</td> <td>-0.56</td> <td></td> </tr> <tr> <td>EL</td> <td>0.44</td> <td></td> <td>-0.32</td> <td>0.00</td> <td>0.10</td> <td>-0.35</td> <td>0.00</td> <td>-0.74</td> <td></td> </tr> <tr> <td>Multiracial</td> <td></td> <td>-0.57</td> <td>-0.55</td> <td>0.00</td> <td>0.10</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spec Ed</td> <td>-0.01</td> <td></td> <td>0.09</td> <td>0.05</td> <td>0.10</td> <td>-0.77</td> <td>-0.52</td> <td>-1.16</td> <td></td> </tr> <tr> <td>F/R Lunch</td> <td>-0.25</td> <td>-0.34</td> <td>-0.30</td> <td>0.00</td> <td>0.10</td> <td>-0.44</td> <td>-0.21</td> <td>-0.83</td> <td></td> </tr> <tr> <td>Female</td> <td>-0.20</td> <td>-0.27</td> <td>-0.30</td> <td>0.00</td> <td>0.10</td> <td>-0.40</td> <td>-0.24</td> <td>-0.79</td> <td></td> </tr> <tr> <td>Male</td> <td>-0.06</td> <td>-0.24</td> <td>-0.19</td> <td>0.00</td> <td>0.10</td> <td>-0.31</td> <td>-0.29</td> <td>-0.70</td> <td></td> </tr> </tbody> </table> | | | | | | | | | | Group | Baseline | | | 2019 Goals | | 2019 Results | | | | 2016 | 2017 | 2018 | Basic | Transform. | Z - Dist | Val-Add | Z - State | SGG | Grade 11 | -0.13 | -0.25 | -0.25 | 0.00 | 0.10 | -0.35 | -0.27 | -0.74 | | Am Ind | | | | | | | | | | Asian | -0.15 | -0.17 | -0.11 | 0.00 | 0.10 | -0.39 | -0.29 | -0.78 | | Black | -0.22 | -0.33 | -0.46 | 0.00 | 0.10 | -0.47 | -0.23 | -0.87 | | Hispanic | -0.10 | -0.30 | -0.29 | 0.00 | 0.10 | -0.25 | 0.00 | -0.64 | | White | 0.07 | -0.18 | 0.04 | 0.05 | 0.10 | -0.16 | -0.37 | -0.56 | | EL | 0.44 | | -0.32 | 0.00 | 0.10 | -0.35 | 0.00 | -0.74 | | Multiracial | | -0.57 | -0.55 | 0.00 | 0.10 | | | | | Spec Ed | -0.01 | | 0.09 | 0.05 | 0.10 | -0.77 | -0.52 | -1.16 | | F/R Lunch | -0.25 | -0.34 | -0.30 | 0.00 | 0.10 | -0.44 | -0.21 | -0.83 | | Female | -0.20 | -0.27 | -0.30 | 0.00 | 0.10 | -0.40 | -0.24 | -0.79 | | Male | -0.06 | -0.24 | -0.19 | 0.00 | 0.10 | -0.31 | -0.29 | -0.70 | |
| Group | Baseline | | | 2019 Goals | | 2019 Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 | 2017 | 2018 | Basic | Transform. | Z - Dist | Val-Add | Z - State | SGG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 11 | -0.13 | -0.25 | -0.25 | 0.00 | 0.10 | -0.35 | -0.27 | -0.74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Am Ind | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | -0.15 | -0.17 | -0.11 | 0.00 | 0.10 | -0.39 | -0.29 | -0.78 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | -0.22 | -0.33 | -0.46 | 0.00 | 0.10 | -0.47 | -0.23 | -0.87 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | -0.10 | -0.30 | -0.29 | 0.00 | 0.10 | -0.25 | 0.00 | -0.64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 0.07 | -0.18 | 0.04 | 0.05 | 0.10 | -0.16 | -0.37 | -0.56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 0.44 | | -0.32 | 0.00 | 0.10 | -0.35 | 0.00 | -0.74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Multiracial | | -0.57 | -0.55 | 0.00 | 0.10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spec Ed | -0.01 | | 0.09 | 0.05 | 0.10 | -0.77 | -0.52 | -1.16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F/R Lunch | -0.25 | -0.34 | -0.30 | 0.00 | 0.10 | -0.44 | -0.21 | -0.83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | -0.20 | -0.27 | -0.30 | 0.00 | 0.10 | -0.40 | -0.24 | -0.79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | -0.06 | -0.24 | -0.19 | 0.00 | 0.10 | -0.31 | -0.29 | -0.70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 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: |
| 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 formatives 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 (grade-level math students/SpEd students) | Student grades | Becky Skramstad; Danielle Parshall; Debbie Purnick; Neena Mathers; Kelli Howell |
| Provide 2 sections of EL Math courses to ensure that EL students have access to high-level math instruction to prepare for required math courses | Prepare lessons that meet the current math level of EL students; differentiate to appropriate levels; advance students as they gain required skills for next level | IXL math diagnostic; student advancement into next course in sequence; student grades | EL Dept; Taylor Trapp; Paige VanDerBosch |
| 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 |
| 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 (grade-level math students and struggling readers) | Student grades | Nora Vee; Taylor Trapp; Manon Tam; Kristen Hoffman; Deirdra Huberty |

Form A2 – School Improvement Plan

School: Park Center Senior High School

Date: 2019-20

| | | | |
|---|---|---|--|
| <p>Offer intervention during advisory for NLA, Geometry, and Algebra 2 students who needed additional support</p> | <p>Staff will assign students to intervention as a response to summative/formative assessments</p> | <p>Student grades</p> | <p>NLA, Geometry, and Algebra 2 data teams</p> |
| <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; Administration</p> |
| <p>Identify and recommend students to take Geometry and Algebra 2 concurrently 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 next academic year</p> | <p>Math department; Registrar</p> |
| <p>Pilot 2 new math curriculum at three grade levels. Focus will be on finding a curriculum that is 1) culturally relevant; 2) equitable to all students; 3) incorporates higher order thinking skills; 4) uses technology; and 5) has aspects of student guided learning</p> | <p>Teachers will create lessons with fidelity to the curriculum, attend monthly pilot meetings, attend additional trainings on their curriculum, and eventually choose a future curriculum; Staff will support students during the transition</p> | <p>Student grades, MCA scores, Retention of skills/knowledge will be tested through spiraling content tests</p> | <p>Jake Donaldson; Danielle Parshall; Ternesha Burroughs; Rob Anderson; Matt Sauter; Justin Jacobs</p> |

Priority Three: Student Behavior

| | |
|--------------------------|---|
| Evidence of Need: | <p><u>There were 2342 total office incident/referrals for the 2018-19 school year</u></p> <ul style="list-style-type: none"> • 1796 of the referrals were written for Black (not of Hispanic origin) students; which represents 76.7 % of all referrals. • This number is disproportionate as Black (not of Hispanic origin) students make up 36.9 % of the total school population. <p><u>There were 2342 total office incident/referrals for the 2018-19 school year</u></p> <ul style="list-style-type: none"> • 1053 of the total referrals were written for the 9th graders; which represents 45 % all incident/referrals. • This number is disproportionate as 9th graders made up 26.6% of the student body. <p><u>There were 2342 total incident/referrals for the 2018-19 school year</u></p> <ul style="list-style-type: none"> • 1053 were written for the 9th graders; • Of the 1053 9th grade incident/referrals, 17 individual students had 11-15 incident/referrals (3% of the 9th grade class). |
|--------------------------|---|

| Student Behavior | Baseline data by target group | Goal |
|---------------------------|---|--|
| Office Incident/Referrals | Of the 2342 total incident/referrals written in the 2018-19 school year, 1796 were for Black students; which accounts for 76.7 % of all office Incident/referrals | Decrease the percentage of office incident/referrals attributed to Black (not of Hispanic origin) students' school from 76.7% to 72% |
| Office Incident/Referrals | Of the 2342 total incident/referrals written for the 2018-19 school year, 1053 were written for the 9 th graders; which accounts for 45 % of all incident/referrals. | Decrease the percentage or overall incident/referrals written for the 9 th graders from 45% to 40%. |
| Office Incident/Referrals | Of the 2342 total incident/referrals written for the 2018-19 school year, 1053 were written for the 9 th graders; Of the 1053 9 th grade incident/referrals, 17 individual students had 11-15 incident/referrals (3% of the 9 th grade class). | Decrease the percentage of individual 9 th grade students who have 11-15 incident/referrals from 3% to 2% of the 9 th grade class. |

| 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 | Continue refinement of Alternative to Suspension (ATS) process and protocols; redesign the physical space to include varying seating options | Monthly reflection/analysis of ATS effectiveness with administration and ATS ESP. Data analysis every trimester | Kim Berling; Jen Smasal; Erik Thompson; JT; Al Nolen; Paris Kyles; Jarrette Fellows; ATS ESP |
| 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; Erik Thompson, JT; Al Nolen; Paris Kyles; Jarrette Fellows; and CMRS staff |
| Hold weekly Student Support Team meetings (Principal, APs, SMSs, counselors, social work, SROs, other support staff) | Review weekly of concerns for high needs students (behaviorally, academically, and attendance) design/discuss next steps/plan for high needs students | Behavior/incident referrals; grades; attendance data | HMC, Kim Berling; Jen Smasal; Erik Thompson; SMSs, counselors, social workers, SROs, and other support staff |
| Provide Check & Connect for SpEd students | Collaborate with District Staff to coordinate | Trimester grades; credit accumulation; office referrals | Kim Berling; Jennifer Smasal; Erik Thompson; Elizabeth Xiong; Dani Johnson |
| Continue to provide support group for at-risk Black, male, 9 th and 10 th grade students | Identify at-risk 9 th and 10 th grade Black male students; provide academic, SEL support, and check ins for students | Trimester grades; credit accumulation; office referrals | Erik Thompson; Al Nolen; classroom teachers |
| Provide Class meetings during 1 st weeks of school to provide clear expectations about PC Pride | APs will design presentations; class meetings will occur during 1 st weeks of school. | Behavior/incident referrals; specific analysis of hallway behavior referrals | Kim Berling; Jen Smasal; Erik Thompson |
| | | | |

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|--------------------------------------|---|---|---|
| Design and implement new pass system | Administration will design process, protocols, and implementation plan for new pass system; presentation of new system occurs; passes are made/delivered to each educational space; passes are used regularly | Behavior referrals; anecdotal feedback of staff | HMC; Kim Berling; Jen Smasal; Erik Thompson; Nicole Chase; Victoria Krook |
|--------------------------------------|---|---|---|

Priority Four: Family Engagement

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|--------------------------|--|
| Evidence of Need: | 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. |
| Goal: | Design parent involvement group |

Family Engagement 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 progress: <i>What data will be collected?</i> | Person(s) Responsible: |
|--|--|--|--|
| Provide Parent Engagement Committee for Staff | Staff will meet on a monthly basis to discuss and design ways to strengthen parent/family involvement | Parent Engagement Committee exists; regular meetings occur; increased parent involvement | Erik Thompson; Parent Engagement Committee Members |
| Investigate process used at MGMS to develop updated version of PTO/parent involvement group at Park Center | AP will collaborate with MGMS admin staff to learn more about process used to design current PTO at MGMS | Meetings occur with MGMS; MGMS process is reviewed, analyzed and used to design process for new PTO/parent involvement group | Erik Thompson; administrative staff; Parent Engagement Committee Members |
| Design process to develop PTO/parent involvement group | Staff will design/develop/implement process to seek parent involvement; parent involvement group is developed and set to begin in Spring of 2020 | Process designed; parent/family involvement sought out; Parent Involvement Group meetings set for Spring of 2020 | APs; Parent Engagement Committee Members |
| Continue to collaborate with DEI to host Family/Parent engagement events | PC staff will host family/parent engagement evenings for (EL, Latino, Hmong, Vietnamese, and other families as identified by school needs) | Family/Parent engagement events occur | BLAs; PC staff; Administration |
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Form A2 – School Improvement Plan

School: Park Center Senior High School

Date: 2019-20

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|--|---|--|---|
| Provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep, in CCRC as needed/requested by families | CCRC staff will develop and provide sessions at varying times and dates to meet needs of families | Information sessions occur | Sara Schreiner; CCRC staff; Admin |
| Provide Interpreters for all Conference Evenings | Administrative staff will coordinate with BLAs and interpreter agencies to ensure availability at all conferences | Interpreters are available at all conference evenings | Victoria Krook; APs |
| Provide important information/communications in multiple languages for families | Administration will work with BLAs to ensure information is translated and available for families | Information/communications are translated and communicated in multiple languages as needed | Administration; BLAs |

Site Improvement Team

| Name | Position | Name | Position |
|---|----------------------|----------------|-------------------------|
| Danielle Parshall Paul Shriver | Math teachers | Morgan Abboud | Reading/English Teacher |
| Lakita Davis Janet Freeberg-Lawson Paul Lorentzen | English Teachers | Shelly Wallace | Literacy Coach |
| Kim Berling Jennifer Smasal Erik Thompson | Assistant Principals | | |
| 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: _____