

## Form A2 – School Improvement Plan

Principal: Scott Taylor

Assistant Superintendent: Dr. Steve Flisk

School: Park Brook Elementary

Date: October 20, 2021

The School Improvement Plan priorities focus on five areas: **reading, mathematics, student behavior, family engagement, and, if applicable, graduation**. 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; (4) family engagement and, if applicable, (5) a graduation rate goal.

### Guidelines

- (1) The district will insert the basic and transformational goals before the start of school using the 2021-2022 cohorts (incoming students for Fall 2021).
- (2) Basic goals represent reasonable student progress (typically district average change). Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (3) General Color-Coding Key (most data tables include a more specific key):

<b>Far Below Basic Goal</b>	<b>Well Below Basic Goal</b>	<b>Below Basic Goal</b>	<b>Near Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>
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- (4) Data tables include rows for students served in Talent Development, Academic Challenge and Gifted Support (TAG), Title I, and/or Distance Learning Academy (DLA) as relevant to the site. For Fall of 2020 in last year's SIP, these were students from your school who were entering DLA, and for Fall of 2021 in this year's SIP, these are students returning to your school from DLA.
- (5) Few DLA students participated in MCA testing in 2021, and those who did participate were involved in unusual testing conditions. Because of this (and related issues in other schools), we identified and excluded some FastBridge and/or MCA scores which were inconsistent. Please refer to your preliminary 2021 MCA report (on your school reports page of the Data & Assessment site) for more information.
- (6) Final Fall 2020 cohort index scores for grades 3-8 were based on Fall 2020 FastBridge aReading or aMath scores. For grades 10 and 11, final cohort scores were based on the 2018 or 2019 MCA.
- (7) Initial Fall 2021 cohort index scores for grade 3 were from Spring 2021 FastBridge aReading or aMath scores. For grades 4-8, the 2021 MCA was used. For grades 10-11, cohort scores were from 2019 MCA.
- (8) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (9) Site teams 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? Is this part of a longer trend?
  - b. What adult practices might be contributing to the results? What could be root causes?
  - c. What research-based actions, strategies, and interventions may help students meet the goals?
  - d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

School: Park Brook

Date: 2021-2022

Priority One: READING				Measure: Proficiency (% Low Risk on FastBridge)		
Column Header	Definition					
2018, 2019 and 2020 Results	Percent of students at risk or some risk in the fall who became low risk in Spring 2018, Spring 2019 and Winter 2020. See Progress to Fluency Reports for more info.					
Basic Goal	District-wide goals for 2020-22: KG = 23%; Gr 1 = 38%; Gr 2 = 9%.					
Transformational Goal (Trans)	District-wide goals for 2018-22: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.					
2021 Results	Percentage of students low risk in Spring 2021.					
Color Coding	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

	2017-18	2018-19	2019-20	2020-21	2020-21 & 2021-22 Goals	
Group	2018 Results	2019 Results	2020 Results	2021 Results	2021 Basic	2021 Trans.
KG	17%	18%	0%	0%	23%	68%
Grd 1	32%	38%	28%	12%	38%	67%
Grd 2	22%	19%	4%	19%	9%	50%

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Priority One: READING				Measure: MCA Proficiency (Index Rates)			
Column Header							
Results	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.						
Fall Cohort	Index rate for students tested in the previous spring and enrolled the following fall.						
Basic Goal	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 20 (previously the minimum was 25).						
Transformational (Trans.) Goal	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.						
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	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. Fall 2020 FastBridge aReading scores were used to estimate MCA achievement levels for setting Spring 2021 MCA index rate goals.							

Group	Spring 2018	Spring 2019	Fall 2020 Cohort (based on aReading)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Fall 2021 Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	54.3	60.4	39.4	40.2	54.5	46.1	31.7	35.9	48.7
Grade 3	47.8	51.8	37.0	37.5	52.7	39.1	30.6	31.2	48.0
Grade 4	52.5	57.0	26.5	27.8	44.9	32.4	32.9	35.6	49.6
Grade 5	62.8	71.4	54.8	55.2	66.1	66.7	32.0	40.4	49.0
Amln/Haw									
Asian	58.3	66.7					28.3		
Black	50.8	57.6					33.3		
Hispanic	46.4	57.1					30.0		
White	68.2						43.3		
Multiracial	58.3	59.1							
EL	28.3	44.0					16.1		
Spec Ed	31.3	4.2							
F/R Lunch	51.5	56.9					29.5		
Female	59.3	64.3					42.2		
Male	50.7	56.0					22.4		
Title 1							7.7		
TAG							70.0		
DLA							29.2		

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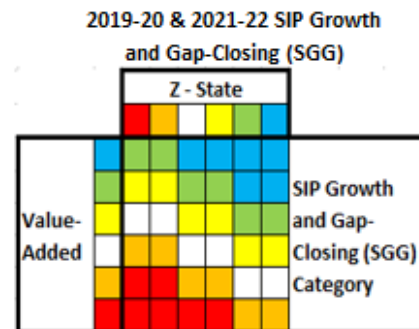
Date: 2021-2022

**Priority One: READING***Measure: SIP Growth and Gap-Closing (SGG)***Color Coding for MCA Value-Added and Z-State Results**

-.30 or below	-.15 to -.29	-.14 to 0	+.0001 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. 2021 Z-State results not available due to COVID-19.

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State



	Baseline		2019 Results			2021 Results
Group	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	-0.11	0.14	0.13	0.06		0.16
Grade 3			0.12			0.18
Grade 4	-0.09	0.30	0.20	0.21		-0.28
Grade 5	-0.13	-0.02	0.06	-0.14		0.50
Am Ind						
Asian	-0.40	0.21	0.01	-0.05		0.32
Black	-0.12	0.00	0.12	-0.03		0.23
Hispanic			0.42	0.21		0.35
White	0.09					-0.49
Multiracial	0.52		0.06			
EL	-0.39	0.39	0.38	0.13		0.30
Spec Ed	0.08	0.05	0.10			0.07
F/R Lunch	-0.05	0.05	0.12	0.00		0.33
Female	0.10	0.11	0.09	-0.01		0.16
Male	-0.30	0.15	0.18	0.12		0.17
Title 1						0.36
TAG						-0.25
DLA						

**Priority One: Reading****Reading Continuous Improvement Action Plan:** (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>
<p>Implementation of grade-level reading interventions.</p> <ul style="list-style-type: none"> <li>• Title I interventions</li> <li>• ESP's – additional intervention time was allocated from Compensatory funds.</li> <li>• Intervention Teacher— ADSIS (we are utilizing here at Park Brook with our primary grades).</li> <li>• Additional TAG time to provide interventions for students demonstrating skills above grade-level.</li> <li>• HST- Human Services Team - will review data and assign a case manager to work with classroom and intervention staff to determine next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Review data in PLT's</li> <li>• Adjust students in and out of interventions as appropriate</li> <li>• Adjust interventions to meet the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• MCA</li> <li>• aReading</li> <li>• PLT data</li> <li>• Classroom data</li> <li>• AutoReading (grades 4 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>• All licensed staff working with reading</li> <li>• ESP's working with reading interventions</li> </ul>

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Priority Two: MATHEMATICS		Measure: MCA Proficiency (Index Rates)
Column Header		
<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 20 for Spring 2021 (normal minimum = 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.						

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort (based on aMath)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	54.7	54.2	42.3	44.7	56.7	43.8	35.3	31.5	51.5
Grade 3	53.3	44.6	34.6	36.8	51.0	38.5	32.7	32.1	49.5
Grade 4	57.5	53.5	52.9	56.0	64.7	52.9	35.7	32.8	51.8
Grade 5	53.5	62.9	43.2	44.4	57.4	43.2	40.0	32.2	55.0
Amln/Haw									
Asian	68.3	58.3				59.1	30.4		
Black	45.1	46.7				37.0	35.3		
Hispanic	57.1	53.6				30.0	23.3		
White	59.1					62.5	60.0		
Multiracial	62.5	68.2							
EL	46.7	26.0				12.5	23.2		
Spec Ed	33.3	33.3				8.3	12.5		
F/R Lunch	53.5	52.3				44.4	32.1		
Female	50.9	49.1				43.9	35.3		
Male	57.4	60.0				43.8	35.3		
Title 1						17.9	15.4		
TAG						76.5	70.0		
DLA							33.3		

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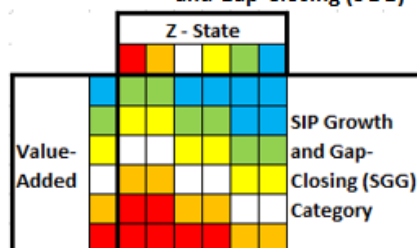
**Priority Two: MATHEMATICS***Measure: SIP Growth and Gap-Closing (SGG)***Color Coding for MCA Value-Added and Z-State Results**

<b>-.30 or below</b>	<b>-.15 to -.29</b>	<b>-.14 to 0</b>	<b>+.0001 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. 2021 Z-State results not available due to COVID-19.

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

2018-19 & 2021-22 SIP Growth  
and Gap-Closing (SGG)



	Baseline		2019 Results			2021 Results
Group	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	-0.09	0.28	0.05	-0.02		-0.11
Grade 3			-0.43			-0.26
Grade 4	-0.17	0.29	0.06	-0.05		-0.04
Grade 5	-0.01	0.26	0.41	0.01		0.02
Am Ind						
Asian	0.00	0.42	0.14	0.12		-0.04
Black	-0.13	0.06	-0.04	-0.12		0.02
Hispanic			0.29	0.06		0.06
White	-0.40					-0.45
Multiracial			-0.10			
EL	-0.10	0.54	-0.06	0.01		0.23
Spec Ed	-0.49	-0.03	-0.02			-0.71
F/R Lunch	-0.01	0.24	0.04	-0.07		0.08
Female	-0.05	0.13	-0.02	-0.02		0.01
Male	-0.12	0.38	0.12	-0.02		-0.23
Title 1						0.01
TAG						-0.17
DLA						

**Priority Two: Mathematics****Mathematics Continuous Improvement Action Plan:** (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>
Accelerated Learning, aka Pre-Teaching at Park Brook: Park Brook has incorporated pre-teaching for students receiving Title I services for a number of years. Since March of 2020 this strategy has been limited as we respond to COVID. This year the pre-teaching model has been re-established.	<ul style="list-style-type: none"> <li>Students receiving pre-teaching will maintain the same pace as all students in the grade-level. Maintaining the same pace and covering all standards is essential for this program to be successful.</li> <li>Students' growth, or lack thereof, will be carefully monitored.</li> </ul>	<ul style="list-style-type: none"> <li>MCA</li> <li>aMath</li> <li>PLT data—unit tests, quizzes</li> <li>observation</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers,</li> <li>Title I teachers</li> <li>Math skills teacher</li> </ul>
Increase fitness levels: While strong academic instruction is necessary, according to some research, while there is a strong correlation between academic growth and fitness levels, there is a stronger correlation between math growth and fitness levels. <a href="#">See research on Mr. Taylor's Webpage.</a>	<ul style="list-style-type: none"> <li>Implementation of key components of Bridges Math Curriculum.</li> <li>Interventions to meet individual needs of students.</li> <li>Implement Brain Boosts throughout the school day.</li> <li>Encourage and promote before/after school fitness opportunities as well as weekend opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>MCA</li> <li>aMath</li> <li>PLT data—unit tests, quizzes</li> <li>observation</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers,</li> <li>Title I teachers</li> <li>Special education teachers</li> <li>Math skills teachers</li> <li>Mr. Taylor</li> <li>Mr. Christlieb—physical education teacher</li> </ul>



### Priority Three: Student Behavior

Evidence of Need:	<p>Over 90% of students at Park Brook participated in engagement activities—before school, after school, and weekend events. In March of 2020 all engagement activities ceased to exist because of the pandemic. While the pandemic has not run its full course, engagement activities are beginning to take place with precautions in place. The culture needs to be re-established as new families have been welcomed to the school and for a year-and-a-half engagement activities have not been occurring.</p> <p>Fitness is directly related to behaviors. According to research, when fitness levels increase, positive behaviors are more evident. In addition, behavior increases first, and then academic, when using fitness as a tool to increase positive behaviors and academics.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Percentage of students participating in before and after school activities, as well as weekend field trips.	Prior to the pandemic, over 90% of students in grades 1 – 5 participated in at least one engagement activity.	By the end of May 2022, over 90% of students in grades 1-5 will participate in at least one engagement activity in a self-selected activity increases positive behavior.
Increase in fitness levels	During the pandemic, as noted by research outside of Park Brook, fitness levels of students decreased. Staff at Park Brook were intentional to assist with increasing fitness levels throughout the pandemic, but minimal data is currently available. In October of 2021 fitness data will be collected.	Based upon the overwhelmingly strong research that increasing fitness levels increases positive, fitness data will be collected in the Fall of 2021 and <b>75% of students will decrease their time on the Mile Run by at least one minute, and 75% of students will increase the number of sit-ups by 5 by May of 2022.</b>

<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>
Wellness Committee: The Wellness Committee has consisted of staff, students, and parents. This year to re-establish and strengthen the Focus on Fitness initiative at Park Brook, the Wellness Committee will only consist of staff members. This is also intentional as the shifting circumstances with the pandemic may not allow mixing of groups as we have done in past years.	<ul style="list-style-type: none"> <li>The Wellness Committee will meet throughout the school year to review classroom implementation of Focus on Fitness, weekend field trips, before/after school engagement activities, and fitness data.</li> </ul>		
Students in grades 3 – 5 will have personal fitness goals.	Students will write a SMART goal for all fitness tests so that they are learning how to both set goals and understand the importance of fitness.	<ul style="list-style-type: none"> <li>Goals set</li> <li>Attainment of building-wide goal</li> </ul>	Mr. Christlieb, all staff with increasing fitness levels.

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Advertising and Encouraging: Since March of 2020, students have not participated in engagement or weekend activities at Park Brook. Prior to that date, students and families were anticipating engagement activities, and now the school is in a re-building process as we have welcomed new students to the community and lost momentum.	<ul style="list-style-type: none"> <li>• Advertise engagement activities on Facebook, Park Brook School Website, in classes, at conferences and other events.</li> <li>• Specifically encourage students to participate in engagement activities at IEP meetings and other due process meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Number of students registered for engagement activities</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. Taylor</li> <li>• Special education staff</li> <li>• Mr. Christlieb</li> <li>• Classroom teachers</li> <li>• Mrs. Barhorst</li> </ul>
Students who have ODR's or receive behavioral support will be intentionally encouraged and invited to participate in engagement activities.	<ul style="list-style-type: none"> <li>• Contact parents to encourage involvement if a student is not participating in additional activities and the student is receiving behavioral support.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of students receiving higher numbers of ODRs and behavioral support correlated to participation.</li> <li>• Park Brook's number of ODR's is typically the highest in the district as we use ODR's to document all incidents, bullying, students reporting information, mediations, and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. Nelson</li> <li>• Mr. Taylor</li> <li>• Mrs. Fleagle</li> <li>• Special education staff</li> </ul>

**Priority Four: Family Engagement**

<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>	Park Brook Elementary will continue with implementation of skills and strategies implemented through different learning models that necessitated immediate change during the pandemic which are beneficial to maintain.

**Family Engagement Continuous Improvement Action Plan:** (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>
Google Meet <b>options</b> to meet parent needs to increase involvement while meeting family needs.	<ul style="list-style-type: none"> <li>PTO meetings will be held in-person, when possible, or parents can join via Google Meet.</li> <li>Special education due process meetings will be offered in-person, however, parents will have the option of Google Meet if that format works better for them.</li> </ul>	Due process meetings, PTO meetings, and other opportunities to provide Google Meets.	Mr. Taylor, teachers, Volunteer Coordinator
Google Webpages: Google Webpages were implemented/developed in March of 2020 as a means to connect with students and	<ul style="list-style-type: none"> <li>Teachers will maintain their Google Websites by updating, posting</li> </ul>		

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<p>families. The Google Webpages will continue as a means to provide grade-level information to families, a quick-link to Google Meets, and provide grade-level or classroom information regarding curriculum or special assignments.</p> <p><a href="#">Link to Park Brook Teacher Websites</a></p>	<p>information, and use the Google Websites as a means to communicate information for parents.</p> <ul style="list-style-type: none"> <li>Google Websites can be used to upload pictures to give parents an opportunity to view classroom projects and learning.</li> </ul>		
<p>Provide information for parents that they can access at their leisure, and send critical information home via Talking Points, emails, and so on, as we are aware that everyone receives a lot of electronic communication.</p> <p>(One strategy used at Park Brook during the pandemic was to send one email to families with links to the webpages so families received only one email.)</p>	<ul style="list-style-type: none"> <li>Electronic communication going home will be thoughtful in terms of how much is going home from Park Brook. This will involve coordination from individuals responsible for building-level communication and classroom-level communication.</li> <li>Information posted on the website, shared with families, and so on about how to access information.</li> <li>Information will be intentionally available on the Park Brook Website, Park Brook Facebook page, and so on.</li> </ul>	<ul style="list-style-type: none"> <li>Posts on Facebook</li> <li>News articles on the PB Website from Park Brook Staff</li> <li>Google Websites updated and maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Mr. Taylor, Mr. Nelson (BIT), teachers, Volunteer Coordinator, Mrs. Titus (Administrative Assistant)</li> </ul>

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<p>Parent Listening Sessions: During the pandemic listening sessions were implemented to hear from parents who are Black, Dads who are Black, and Hispanic Parents. The listening sessions consisted of dinner and discussion. In addition, listening lunches and coffees (socially distanced in front of the school) were offered to both hear from parents and provide information based upon their questions and concerns.</p>	<ul style="list-style-type: none"> <li>Listening sessions will be offered during the school year to hear from parents.</li> </ul>	<ul style="list-style-type: none"> <li>Dates of Listening sessions</li> <li>Collect input, and implement, from parents regarding Black History Month for the purpose of intentionally including parents to make Black History Month meaningful for students and staff.</li> </ul>	Mr. Taylor
<p>Base Camp Field Trip for Title I and special education families.</p> <ul style="list-style-type: none"> <li>This weekend field trip is designed for students and parents. Students will participate in movement activities such as wall climbing and archery. During the instructional phase of the day, staff members from Base Camp giving directions to students, parents/guardians will be in workshops that provide ideas to assist with reading and math at home. Parents will be present to enjoy watching their children in the activities. Everyone will enjoy dinner together. This is one weekend field trip when parents are required to attend as the purpose is to provide meaningful tips for increasing academic growth.</li> </ul>	<ul style="list-style-type: none"> <li>Organize, invite and prepare learning sessions for parents.</li> </ul>	<ul style="list-style-type: none"> <li>Number of families participating in the Base Camp field trip.</li> </ul>	<ul style="list-style-type: none"> <li>Title I Staff</li> <li>Special education staff</li> <li>Volunteer Coordinator</li> <li>Mr. Taylor</li> </ul>
<p>The above goal items are in addition to other strategies that</p>			

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have been implemented in previous years. (Park Brook Winter Funland, PTO, weekend field trips that parents are welcome but not required to attend, conferences, New Family Dinner, and so on.)			
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Site Improvement Team

Name	Position	Name	Position
1. Angie Jayasekera	Kindergarten Teacher	8. Kelly Brant	4 <sup>th</sup> Grade Teacher
2. Paula Sala	1 <sup>st</sup> Grade Teacher	9. Jaclyn Otto	5 <sup>th</sup> Grade Teacher
3. Denise Morrisette	2 <sup>nd</sup> Grade Teacher	10. Michelle Leopoldt	EL Teacher
4. Renee Pelton	3 <sup>rd</sup> Grade Teacher	11. Brianna Barhorst	Music Teacher
5. Cathy Kaufman	Special Education Teacher	12. Amy Titus	Administrative Assistant
6. Alissa Kono	Administrative Assistant—Resource Manager	13. Sue Wolfe	Educational Support Paraprofessional
7. Scott Taylor	Principal	14. PTO	Reviewed -- October 19, 2021 PTO meeting

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: \_\_\_\_\_

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Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_