Form A2 – School Improvement Plan

Principal: Aaron Krueger

Assistant Superintendent: Steve Flisk

School: Edinbrook

Date: 2021-22

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):

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

(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:

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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?

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

Group	2017-18	2018-19	2019-20	2020-21	2020-21 & 2021-22 Goals	
	2018 Results	**2019 Results**	**2020 Results**	**2021 Results**	**2021 Basic**	**2021 Trans.**
KG	51%	52%	8%	0%	23%	68%
Grd 1	35%	46%	37%	8%	38%	67%
Grd 2	41%	29%	4%	18%	9%	50%

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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 / transform-ational 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	58.0	57.4	48.1	48.9	61.1	49.3	47.4	51.6	60.5
Grade 3	45.3	52.3	41.8	42.4	56.4	44.5	55.6	56.2	66.7
Grade 4	63.2	53.0	52.5	53.9	64.4	52.5	35.7	38.4	51.8
Grade 5	65.4	64.7	50.0	50.5	62.5	50.8	47.6	56.0	60.7
AmIn/Haw									
Asian	54.7	58.0					50.6		
Black	55.6	56.4					43.8		
Hispanic	42.3	35.7					34.0		
White	76.4	68.8					72.5		
Multiracial	61.7	61.4					45.5		
EL	30.6	33.8					26.5		
Spec Ed	31.4	10.4							
F/R Lunch	49.5	50.9					34.3		
Female	60.7	58.2					45.9		
Male	55.7	56.6					48.4		
TAG							87.5		
DLA							58.5		

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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

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

2019-20 & 2021-22 SIP Growth and Gap-Closing (SGG)
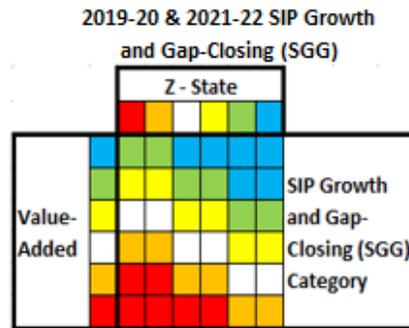
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Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	-0.05	0.00	-0.04	-0.10		0.02
Grade 3			-0.02			0.11
Grade 4	0.11	0.20	0.14	0.19		0.08
Grade 5	-0.20	-0.22	-0.19	-0.32		-0.10
Am Ind						
Asian	-0.12	0.12	0.03	0.10		0.16
Black	-0.11	-0.11	-0.01	-0.15		0.05
Hispanic	0.00	-0.15	0.08	-0.16		-0.17
White	0.27	0.01	-0.28	-0.37		0.01
Multiracial	-0.09	0.14	-0.25	-0.21		-0.35
EL	-0.26	-0.28	-0.01	-0.01		0.07
Spec Ed	-0.27	-0.25	-0.54	-0.82		-0.22
F/R Lunch	-0.12	0.02	0.00	-0.15		-0.02
Female	0.05	-0.02	-0.03	-0.08		0.02
Male	-0.13	0.02	-0.06	-0.12		0.02
TAG						0.11
DLA						

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Priority One: Reading

Reading Continuous Improvement Action Plan: (add steps as needed by using tab key)

Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**Person(s) Responsible:**
Intervention Time ("flex") Continued strategy and based on students' individual unique needs	Staff will participate in monthly PLT meetings, facilitated by an Intervention Team member focused on student growth Use of IXL Use of Reading A-Z Use of Benchmark Literacy Interventions 5 Intervention block-5 days/week LLI intervention	FastBridge Data (3 times per year) Access (WIDA) CBM A - Reading Classroom Formative Assessments MCA LLI progress monitoring	Academic specialists Principal Instructional Coach Instructional Assistants Classroom Teachers ESP's School Psychologist SDAS I-Team
Sped and EL push in model	Staff will push into classrooms, bringing services to the students in the corps lesson as well as offering support during center and individual learning time Balance of support in small groups and classroom (larger groups) support to	Progress monitoring (ORR and Fastbridge) A - Reading MCA Data Access tests (WIDA) Student survey PLT conversations	Principal I – Team Instructional Coach IA's Academic Specialists Classroom Teacher ESP's SDAS

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	access skills at grade level with the right support		Sped and EL teachers
Tier 3 intervention	Students needing additional support outside of intervention will receive individualized intervention after tier 2 data	Fastbridge Data, MCA, formative assessments, ACESSS (WIDA), -PST process	Principal Instructional Asst. ATPPS Academic Specialists School Psychologist ESP's ADSIS Teacher
Tier 2 Support at Each Grade Level	Academic Specialist will full focus on primary grades K-2 Walkthroughs PLT Meeting and Agenda	Progress monitoring Participation in I-Team, PLT, and Team Leader Meetings, Data gathered from ESP work with small groups, CBM, Formative Assessments,	Academic Specialists Principal Instructional Coach IA Classroom Teachers ESP's School Psychologist SDAS I-Team
Use of the System Tools around Equity and Equitable student achievement	E-Team will have time allocated to meet throughout the year with representation from every grade level on team New Protocols and tools out and visible at every staff / team meeting	Observations by leadership team and team leaders "Added" items to meeting protocols Student Survey Equity teacher conversations about	Principal Instructional Assistants BIT BIT ESP's Equity Teacher Equity Team

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	Link of E-Team, PBIS, and AVID together building a deeper understanding	academic progress, updates, etc. Equity Teamwork and delegation (Cross team work with AVID and PBIS Teams)	
Teachers at Edinbrook Elementary will incorporate the four foundational components of AVID Elementary: Student Success Skills, Organizational Skills, **W**ICOR strategies, and Partnerships. **Student Success Skills:** encompassing communication skills (e.g. listening, speaking, and writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills. **Organizational Skills** – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal setting.	Ensuring instruction is emphasized around WICOR to promote rigor, equity and engagement in all learners. Embedding AVID WICOR strategies in core, district-mandated curriculum. Utilizing the AVID Elementary Implementation Resource provided at Summer Institute to plan engaging and rigorous lessons for all students. Utilizing the online tools AVID has provided such as, but not limited to, AVID Elementary Weekly where engaging lessons are created based on the WICOR framework. Planning meaningful, real-world applicable lessons where students can see how	Teachers will progress monitor each trimester, determining a baseline, areas for improvement and areas for growth. Teachers will then determine if individualized, small-group, or whole-group instruction needs to take place in any of the four areas of assessment. Teachers will utilize the assessment tools AVID has provided in the Elementary Implementation Resource. Teachers will assess in the following areas: Agenda/Planner, Organizational Tool, Inquiry and Note-taking. Teachers will utilize AVID Elementary Weekly	Principal Instructional Asst. BIT BIT ESP's Equity Teacher Equity Specialist SDAS Classroom Teachers ESP's Academic Specialist AVID Building Coordinator

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Organizational Tools: Agenda/Planners, note-taking frameworks (e.g. 2-and 3-column notes), graphic organizers; age-appropriate organizational tool (e.g. binder, accordion file, folders, etc.) **WICOR Lessons** – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas. **Partnerships** – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.	WICOR crosses over into all content areas. Meeting monthly as an elementary site team to share ideas for moving forward, and to continue building upon the successes of our student population. Ensuring that discussions are happening across grade levels, so students are building upon each of these skills.	lessons to teach components of WICOR	
System Professional Development	Monthly training for whole staff PLT meeting focus (in addition to reading) All system training time on professional development days throughout the year with a focus on assessment tools	Fastbridge Data (2-3 times per year) MCA Ongoing formative assessments Walkthroughs (both formal and informal on problems and investigations)	Academic specialists Principal Instructional Coach Instructional Assistants Classroom Teachers ESP's School Psychologist SDAS I-Team

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ESP's at every grade level – (flex, small group, and quarantine)	-All Instructional ESP's will be trained in LLI (Leveled Literacy Intervention) to administer in groups of 6 or less in Grades 1-5. -All Instructional ESP's will be trained in Bridges Intervention Curriculum to administer in Grades K-5 in groups of 6 or less in Grades K-5. -Instructional ESP's in Kindergarten will be trained in Letter Sound Correspondence and administer in groups 1-on-1. -All Instructional ESP's will administer baseline Oral Reading Records in Trimester 1 to gain a better understanding of where the students they work with are academically in Reading. -All Special Education ESP's have been assigned to specific students throughout the school day to better assist their individual needs according to their IEP.	-ESP's will be required to complete the Progress Monitoring provided with the LLI curriculum and communicate that data with the grade level teacher. -ESP's will be required to complete the Progress Monitoring provided with the Bridges Intervention curriculum and communicate that data with the grade level teacher. -ESP's will check in with Academic Specialist to discuss flexible grouping and monitor the fluidity of the students getting the Letter Sound Correspondence intervention. -ESP's were given class lists to keep records of student progress. -SpEd teachers and SpEd ESP's have been assigned meeting dates outside contract hours to meet and discuss student progress.	Academic specialists Principal Instructional Coach Instructional Assistants Classroom Teachers ESP's School Psychologist SDAS I-Team

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Priority Two: MATHEMATICS	Measure: MCA Proficiency (Index Rates)
Column Header	
Results	Index rate for students who had a score from the previous year, were enrolled on October 1 of the next year, and tested the next spring.
Fall Cohort	Index rate for students tested in the previous year and enrolled in the fall of the next year.
Basic Goal	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 20 for Spring 2021 (normal minimum = 25).
Transformational (Trans.) Goal	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transform-ational 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.

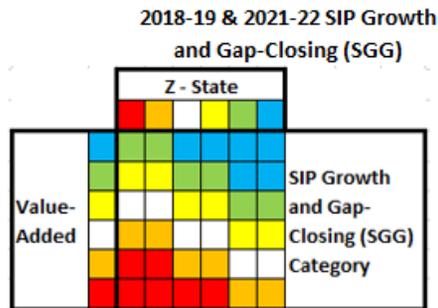| Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort (based on aMath)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	65.1	60.2	48.3	50.5	61.3	48.6	49.6	45.8	62.2
Grade 3	64.6	67.8	51.7	53.8	63.8	58.3	54.7	54.2	66.0
Grade 4	69.0	61.3	49.2	52.2	61.9	47.5	53.3	50.3	65.0
Grade 5	61.4	53.6	44.3	45.5	58.2	40.2	39.8	32.0	54.8
AmIn/Haw						35.0			
Asian	69.4	66.0				55.3	61.3		
Black	56.0	47.3				41.5	39.4		
Hispanic	42.6	38.1				38.2	42.0		
White	81.1	81.3				79.5	85.0		
Multiracial	76.7	72.7				31.6	36.4		
EL	46.4	48.5				35.1	34.6		
Spec Ed	35.7	16.7				23.5	21.0		
F/R Lunch	58.0	50.3				37.2	39.0		
Female	62.9	53.9				47.1	46.4		
Male	67.0	66.4				50.0	51.9		
TAG						82.0	82.4		
DLA							54.9		

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| Priority Two: MATHEMATICS | 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

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.

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

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

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Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	0.14	-0.02	-0.24	-0.35		-0.10
Grade 3			-0.28			0.04
Grade 4	0.30	0.07	-0.14	-0.08		-0.01
Grade 5	0.00	-0.11	-0.29	-0.54		-0.33
Am Ind						-0.41
Asian	0.22	0.14	-0.28	-0.25		-0.04
Black	-0.07	-0.02	-0.14	-0.41		0.04
Hispanic	-0.03	-0.59	-0.30	-0.52		-0.12
White	0.52	0.03	-0.29	-0.36		-0.30
Multiracial	0.26	-0.01	-0.38	-0.29		-0.40
EL	0.07	-0.42	-0.11	-0.35		0.19
Spec Ed	-0.25	-0.29	-0.22	-0.50		0.12
F/R Lunch	-0.02	-0.07	-0.18	-0.39		-0.03
Female	0.26	-0.01	-0.30	-0.45		-0.17
Male	0.04	-0.02	-0.18	-0.24		-0.05
TAG						-0.12
DLA						

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Priority Two: Mathematics

Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**Person(s) Responsible:**
System Professional Development	• Monthly training for whole staff • PLT meeting focus (in addition to reading) All system training time on professional development days throughout the year with a focus on assessment tools	• MAP Data (2-3 times per year) • MCA • Ongoing formative assessments • Walkthroughs (both formal and informal on problems and investigations)	• Academic specialists • Principal • Instructional Coach • Instructional Assistants • Classroom Teachers • ESP's • School Psychologist • SDAS I-Team
Bridges Math Intervention used for Tier 2 intervention	ESP's will work with students lacking math concepts (facilitated work through both classroom teacher and IA's) Bridges Interventions	Fastbridge Data (2-3 times per year) MCA Ongoing formative assessments Walkthroughs (both formal and informal on problems and investigations) Progress monitoring through bridges curriculum	Academic specialists Principal Instructional Coach Instructional Assistants Classroom Teachers ESP's School Psychologist SDAS I-Team

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Use of the System Tools around Equity and Equitable student achievement	E-Team will have time allocated to meet throughout the year with representation from every grade level on team New Protocols and tools out and visible at every staff / team meeting Link of E-Team, PBIS, and AVID together building a deeper understanding	Observations by leadership team and team leaders "Added" items to meeting protocols Student Survey Equity teacher conversations about academic progress, updates, etc. Equity Teamwork and delegation (Cross team work with AVID and PBIS Teams)	Principal Instructional Assistants BIT BIT ESP's Equity Teacher Equity Team
Students will practice writing to learn (outlined in AVID)

Students will use collaborative structures to deepen mathematical discussions (connected to Bridges curriculum) | Teachers will meet as a collaborative team, joined by our AVID Academic Specialist to discuss implementation (both successes and areas needing additional attention) on a Bi-Monthly basis | Teachers will use a formative assessment structure to monitor students' progress as it relates to collaborative math discussions and writing that exists in Math | Principal Instructional Asst. BIT BIT ESP's Equity Teacher Equity Specialist SDAS Classroom Teachers ESP's Academic Specialist AVID Building Coordinator |
| ESP's at every grade level – (flex, small group, and quarantine) | -All Instructional ESP's will be trained in LLI (Leveled Literacy Intervention) to administer in groups of 6 or less in Grades 1-5. | -ESP's will be required to complete the Progress Monitoring provided with the LLI curriculum and communicate that data | Academic specialists Principal Instructional Coach Instructional Assistants Classroom Teachers |

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	-All Instructional ESP's will be trained in Bridges Intervention Curriculum to administer in Grades K-5 in groups of 6 or less in Grades K-5. -Instructional ESP's in Kindergarten will be trained in Letter Sound Correspondence and administer in groups 1-on-1. -All Instructional ESP's will administer baseline Oral Reading Records in Trimester 1 to gain a better understanding of where the students they work with are academically in Reading. -All Special Education ESP's have been assigned to specific students throughout the school day to better assist their individual needs according to their IEP.	with the grade level teacher. -ESP's will be required to complete the Progress Monitoring provided with the Bridges Intervention curriculum and communicate that data with the grade level teacher. -ESP's will check in with Academic Specialist to discuss flexible grouping and monitor the fluidity of the students getting the Letter Sound Correspondence intervention. -ESP's were given class lists to keep records of student progress. -SpEd teachers and SpEd ESP's have been assigned meeting dates outside contract hours to meet and discuss student progress.	ESP's School Psychologist SDAS I-Team
Sped and EL push in model	Staff will push into classrooms, bringing services to the students in the corps lesson as well as offering support during	Progress monitoring (ORR and Fastbridge) A - Reading MCA Data Access tests (WIDA) Student survey	Principal I – Team Instructional Coach IA's Academic Specialists

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	center and individual learning time Balance of support in small groups and classroom (larger groups) support to access skills at grade level with the right support	PLT conversations	Classroom Teacher ESP's SDAS Sped and EL teachers
Intervention Time ("flex") Continued strategy and based on students' individual unique needs	Staff will participate in monthly PLT meetings, facilitated by an Intervention Team member focused on student growth Use of IXL	FastBridge Data (3 times per year) CBM A - Reading Classroom Formative Assessments MCA	Academic specialists Principal Instructional Coach Instructional Assistants Classroom Teachers ESP's School Psychologist SDAS I-Team

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Priority Three: Student Behavior
Evidence of Need:	Based on our SWIS data, and a 5 year average, Edinbrook will work to decrease the total number of referrals for "Physical Aggression" and "Physical Contact" for ALL students by 15% during the 2021-2022 school year

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Student Referrals	5 Year Average of Referrals for "Physical Aggression" and "Physical Contact" Current Reality:	In the 2021-2022 academic school year we will decrease our average number of SWIS Referrals for "Physical Aggression" and "Physical Contact" by 15%. ·

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	From 2016 to 2021 Edinbrook Elementary has averaged 321 SWIS referrals for "Physical Aggression" and "Physical Contact"	

Student Behavior Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**Person(s) Responsible:**
Proactive Behavior Intervention	• Identify and support past students with a history of "Physical Aggression"/" Physical Contact" behavior	• SWIS • IM4 • Intervention Data SAEBRS Screener	BIT ESP (Waldhauser) Counselor (Tanke) Psychologist (Chavis) Social Worker (Bedford) I.A.'s (Harvey, Sutor) Principal (Krueger)
Weekly Counselor &Social Worker lessons	Counselor and Social Worker will meet weekly with classrooms and teach	• SWIS • IM4 • Intervention Data	Counselor (Leah Tanke)

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	specific lessons base on the needs of our building.	SAEBRS Screener	Social Worker (Bill Bedford)
Second Step Lessons	Counselor and Social Worker will meet weekly with classrooms and teach specific lessons base on the needs of our building.	• SWIS • Needs Assessment SAEBRS Screener	ALL Classroom Teachers Counselor (Tanke) BIT ESP (Waldhauser)
Continued use of PBIS framework	• PBIS Materials introduced and implemented by staff (behavior flowchart, major/minor grid, etc.) • Clear expectations taught and re-taught throughout the school year Data discussions with Administration, PBIS Team, and all school staff	• SWIS • Monthly PBIS meetings Data Discussions	PBIS Team

Priority Four: Family Engagement

Evidence of Need:	We are coming out of a pandemic (kind of) and families have "real" needs and fears associated with that. Expectations are high for growing our children both academically and socially/emotionally after a long 18 months. Family engagement is of utmost importance for "re-engaging" our families in the school process and helping them to feel welcomed and their children support in their learning. This

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	evidence is supported by parent feedback both formally and informally gathered throughout the last year and a half.
Goal:	By the spring of 2022 Edinbrook Elementary will host three family engagement events directly linked to AVID implementation. One event will be planned and delivered virtually to accommodate for family comfort during the ongoing COVID-19 pandemic.

Family Engagement Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure progress:** *What data will be collected?*	**Person(s) Responsible:**
AVID Family Breakfast October 6th 8:45am	• Administration team and AVID site team members will deliver a presentation for parents about the AVID initiative at Edinbrook. • Families will have opportunities to ask questions and visit classrooms. Previous year's attendance will be used to order refreshments.	Family Feedback survey, number of attendees, AVID site team feedback	Kristin Pengra-Anderson, Lindsey Patterson, AVID Site team, ADMIN team
Wisdom Begins with Wonder Family Event: January 27th 4:30-7pm	This event is modeled after a children's museum experience with different stations offering different	AVID Site team feedback, family engagement via attendance, staff	Kristin Pengra-Anderson, Lindsey Patterson, AVID

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	hands-on experiences that highlight each area of AVID implementation. Grade levels are responsible for hosting tables, planning for materials and supervision throughout event. AVID site team members will use information from January 2020 to plan for refreshments.	participation, family feedback survey	Site team, ADMIN team, licensed staff
Family Connection AVID Night April 7th, 2022 5:30pm	This event is offered virtually with both live and pre-recorded segments. Families have the ability to log on via their personal or student's district provided devices. Staff will prepare: student work samples, writing and musical performances, interactive games, scavenger hunts and live streaming content.	AVID Site team feedback, family engagement via attendance, staff participation, family feedback survey	Kristin Pengra-Anderson, Lindsey Patterson, AVID Site team, ADMIN team, licensed staff

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Site Improvement Team

Name	Position	Name	Position
1. Aaron Krueger	Principal	5. Alia Sutor/Mike Harvey	Instructional Asst.
2. Lindsey Patterson / Gina Rochell / Kristin Pengra-Anderson	Academic Specialists	6. Barb Erickson	Staff Development Assessment Specialist
3. Deb Schave	Lead Sped Ed Teacher	7. Peg Wright	Lead EL teacher
4. Kris Dodds / Cheryl Piostroske	Academic Coaches	8. Ben Waldhauser	Behavior Intervention ESPs
9. Doug Chavis	School Psychologist	10. Bill Bedford	Social worker
11. Amy Peterson	School Nurse	12. Leah Tanke	School Counselor
13. Sharron Taylor / Rolanda Deschield	Equity Specialists		

Form A2 – School Improvement Plan

School: Edinbrook   Date: 2021-2022

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: _____