

Form A2 – School Improvement Plan

Principal: Sara Looby-Morris

Assistant Superintendent:

School: Fair Oaks

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
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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?

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- d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

Priority One: READING		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
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	44%	39%	0%	40%	23%	68%
Grd 1	25%	31%	32%	9%	38%	67%
Grd 2	26%	24%	0%	10%	9%	50%

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Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>							
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	42.9	50.6	36.2	37.0	52.1	41.4	34.4	38.6	50.8
Grade 3	39.0	33.3	30.6	31.2	48.0	30.6	37.3	37.8	53.0
Grade 4	48.5	51.0	37.0	38.3	52.7	41.3	29.8	32.5	47.3
Grade 5	40.6	62.7	40.9	41.4	55.7	52.3	35.3	43.7	51.5
Amln/Haw									
Asian	35.6	57.0					26.7		
Black	39.8	38.2					37.8		
Hispanic	46.3	51.6					36.5		
White									
Multiracial	59.1								
EL	28.7	31.0					15.6		
Spec Ed	20.5	27.6							
F/R Lunch	41.9	52.4					31.6		
Female	46.7	55.8					38.5		
Male	39.4	46.6					30.7		
TAG							58.9		
DLA							32.7		

Priority One: READING

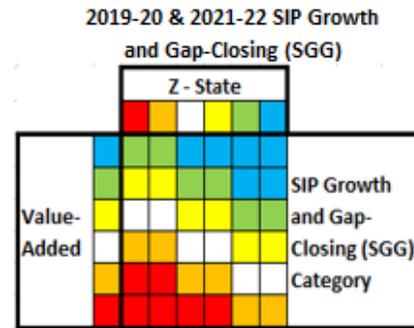
Measure: SIP Growth and Gap-Closing (SGG)

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



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	-0.30	-0.09	0.08	-0.03		-0.06
Grade 3			0.03			-0.28
Grade 4	-0.46	0.10	0.18	0.15		0.01
Grade 5	-0.11	-0.29	0.03	-0.16		0.16
Am Ind						
Asian	-0.15	-0.15	0.22	0.15		-0.49
Black	-0.58	-0.05	-0.06	-0.25		0.25
Hispanic	-0.25	-0.08	0.05	-0.02		0.05
White						
Multiracial	-0.03					
EL	-0.16	0.03	0.15	0.05		-0.12
Spec Ed	-0.51	-0.42	0.13	-0.27		
F/R Lunch	-0.31	-0.12	0.11	0.00		0.00
Female	-0.21	-0.02	0.15	0.05		-0.17
Male	-0.40	-0.16	0.02	-0.09		0.01
TAG						-0.17
DLA						

Priority One: Reading			
Reading Continuous Improvement Action Plan: (add steps as needed by using tab key)			
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:
First 30 days will focus on setting up routines and assessing student reading levels and specific skill needs	<p>IRLA: Build stamina with students, set individual goals, use placement tests in order to create individual levels</p> <p>Implement independent reading at the beginning of the year with a coaching/conferring model using IRLA. If in full distance mode, continue this model via Google Meet with students and families.</p>	Formative assessments and observations	Classroom teachers
Establishing Effective PLTs that focus on student learning, and improved Tier 1 Core Instruction through vertical standards alignment	<p>Staff attending the PLC Institute then sharing learning with the Building Leadership Team.</p> <p>Grade level teams will meet weekly for PLT work and collaboration.</p> <p>Classroom and EL teachers will share information with other providers (special education, counselor, specialists) about key vocabulary/concepts that are integral for meeting standards so that there are multiple opportunities for exposure across settings.</p> <p>Using the 4 critical questions, teachers will</p>	PLT notes will contain documentation of what was brought to the PLT meeting and the discussion that ensues	<p>Grade level teams facilitated by school improvement leadership team member</p> <p>Instructional Leadership Team</p> <p>Classroom teachers</p> <p>EL teachers</p>

	<p>discuss student data, proficiency, and instructional strategies.</p> <p>Instructional Leadership team will review team agendas and monitor progress towards fidelity and provide ongoing coaching and support to BLT leaders.</p>		
<p>Unpack reading standards in a way that teachers understand reading development in order to meet the needs of all learners.</p> <p>(PLT Question 1)</p>	<p>Use Benchmark phonics and comprehension strategies, align with standards</p> <p>Implementation and understanding for staff to effectively use IRLA skills to focus instruction on individual students goals</p> <p>Plan for and provide opportunities for collaboration to review grade level standards (learning targets and student outcomes) to better understand and ensure vertical alignment.</p>	<p>Progress monitoring assessments: aReading, Fastbridge, formative classroom assessments</p> <p>SchoolPace student data</p>	<p>Classroom teachers</p>
<p>Examine Student Evidence of learning to ensure “just-in-time” intervention and instructional needs are being met.</p> <p>What is working instructionally? Through collaborative inquiry between classroom, EL, Special Ed, and Tier 1 teaching staff, determine next steps for Tier 1 classroom instruction and intervention</p> <p>(PLT Questions 2-4)</p>	<p>Identify the lagging skills in phonics and comprehension strategies to determine appropriate interventions and instructional needs based on student needs.</p> <p>Provide direct instruction and intervention groups with support of EL/Co-Teacher/ESP Models for students whose aReading and/or IRLA scores are below grade level.</p> <p>Embed language strategies into phonics skills for more</p>	<p>Progress monitoring assessments: aReading, Fastbridge, SchoolPace, formative classroom assessments</p> <p>Data and Intervention Spreadsheet</p> <p>PLT notes: conversations around instructional practices</p> <p>Benchmark Assessments (CSA, Unit Assessments)</p>	<p>Classroom teachers EL Teachers ESPs Title One Teacher and Instructional Coach NUA Mentor</p>

	<p>equitable practices, such as a letter blast.</p> <p>Implement the daily use of strategies and tools, such as Spelling City, to increase student engagement with high frequency and words for enrichment.</p> <p>Throughout each Benchmark unit model and practice how to answer text dependent questions. Utilize resources like NewsELA and IXL to model answering the questions.</p> <p>Collaborate with Resource teachers to ensure ALL students are present while teaching Benchmark mini lessons.</p> <p>Collaborate with EL staff to add specific strategies/scaffolds to standard alignment documents to make learning accessible for all EL levels.</p> <p>Embed NUA strategies and ELlevation strategies into standards instruction.</p>		
<p>Ongoing discussions about student learning using data in relation to the reading standards using PLT protocol</p> <p>(formative assessment, progress monitoring, and immediate feedback to empower students to take ownership over their learning)</p>	<p>Utilize aReading assessment data to identify gaps in learning and focus individual and small group instruction.</p> <p>Breakdown discrepancies between IRLA growth and aReading scores to ensure students are prepared for taking assessments and demonstrating their learning.</p>	<p>Student work samples, Fastbridge data, Schoolpace, formative and summative data</p> <p>PLT minutes</p>	<p>Classroom teachers, Title 1, Instructional coach, EL , SPED</p>

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	<p>Progress monitor and adjust IRLA levels every 4-6 weeks to monitor student growth and set up new intervention goals, discuss grade level growth at PLT meetings.</p> <p>Collaborate with EL/Resource staff to include strategies/scaffolds for assessments.</p>		
<p>Classroom application of coaching/conferring and flexible group model using Benchmark literacy and IRLA tools</p>	<p>Using the guided reading block for individual coaching and skills practice. During conferring students are working towards accomplishing specific goals set that have been established with their teachers.</p> <p>IRLA conferring with fidelity using small groups, increasing time for coaching for at-home learners.</p>	<p>Student work samples, Fastbridge data, Schoolpace, formative and summative data</p>	<p>Classroom teachers, Title 1, Instructional coach, EL , SPED</p>
<p>Ongoing, non-evaluative coaching support system for core instruction: classroom visits, modeling, team teaching for the purpose of modeling</p>	<p>Provide ongoing individual and team coaching, based on needs.</p> <p>Meeting with the instructional coach to increase effectiveness of Benchmark mini-lessons.</p> <p>Increased collaboration with coach and NUA mentor to align classroom instructional strategies.</p> <p>Peer to peer observations of instructional strategies.</p>	<p>Student work samples, Fastbridge data, Schoolpace, formative and summative data</p>	<p>Classroom teachers, Title 1, coach, EL, SPED</p>

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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 transformational goal
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Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring.

Group	Spring 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	45.3	56.7	45.2	47.0	58.9	53.4	46.9	43.1	60.2
Grade 3	50.8	62.2	50.0	52.2	62.5	53.3	46.4	45.8	59.8
Grade 4	54.4	53.1	40.0	43.1	55.0	54.0	46.3	43.3	59.7
Grade 5	30.8	55.6	44.4	45.7	58.3	52.8	48.5	40.8	61.4
Amln/Haw									
Asian	47.8	68.6				53.1	43.1		
Black	33.0	40.8				34.1	37.5		
Hispanic	48.2	53.2				62.5	48.1		
White									
Multiracial	68.2								
EL	33.3	40.5				37.1	32.5		
Spec Ed	19.2	34.5					34.4		
F/R Lunch	44.7	56.6				54.2	42.4		
Female	44.6	55.8				43.5	44.9		
Male	46.0	57.4				60.7	48.6		
TAG						80.6	82.1		
DLA							28.8		

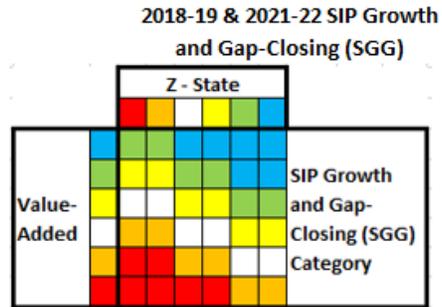
Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

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
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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



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	-0.42	-0.20	0.41	0.14		-0.01
Grade 3			0.16			-0.08
Grade 4	-0.62	-0.23	0.26	-0.01		-0.15
Grade 5	-0.19	-0.17	0.71	0.25		0.30
Am Ind						
Asian	-0.16	0.01	0.53	0.37		-0.11
Black	-0.55	-0.43	0.34	0.09		-0.12
Hispanic	-0.46	-0.18	0.38	0.05		0.22
White						
Multiracial						
EL	-0.37	-0.26	0.34	-0.04		0.11
Spec Ed	-0.57	-0.46	0.36	-0.08		
F/R Lunch	-0.43	-0.20	0.39	0.10		-0.01
Female	-0.48	-0.22	0.47	0.27		-0.08
Male	-0.35	-0.19	0.37	0.03		0.04
TAG						-0.25
DLA						

Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)			
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:
First 30 days will focus on setting up routines for learning and assessing student mathematical levels and specific skill needs	Model/teach workplace/Number Corner engagement Give Bridges screeners prior to unit start dates	Student work samples, Fastbridge data, formative and summative data	Classroom teachers, Title 1, Instructional coach, EL , SPED
Unpack math standards in a way that teachers understand mathematical development in order to meet the needs of all learners. (PLT Question 1)	Utilize vertically aligned standards and focus on our own grade level instruction. Identify gaps along the way and provide “just in time” intervention, not backing up for “just in case” intervention.	Student work samples, Fastbridge data, formative and summative data	Classroom teachers, Title 1, Instructional coach, EL , SPED
Examine Student Evidence of learning. What is working instructionally? Through collaborative inquiry, determine next steps for Tier 1 classroom instruction and intervention (PLT Questions 2-4)	Coach students to identify important data and what question is being asked. Engage students in reflecting on formative and summative assessments to identify what they know and don’t know. Data collection focused on timely cycles for goals: staff will take appropriate action steps based on students progress and feedback Use of data protocol to identify student’s strengths and areas of need based on Bridges	Student work samples, Fastbridge data, formative and summative data	Classroom teachers, Title 1, Instructional coach, EL , SPED

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	<p>Checkpoints and Unit Assessments.</p>		
<p>Ongoing discussions about student learning using data in relation to the math standards using PLT protocol (formative assessment, progress monitoring, and immediate feedback to empower students to take ownership over their learning)</p>	<p>Coach students to identify important data and what question is being asked.</p> <p>Engage students in reflecting on formative and summative assessments to identify what they know and don't know.</p> <p>Data collection focused on timely cycles for goals: staff will take appropriate action steps based on students progress and feedback</p> <p>Use of data protocol to identify student's strengths and areas of need based on Bridges Checkpoints and Unit Assessments.</p> <p>Collaborate with EL staff to add specific strategies/scaffolds to standard alignment documents to make learning accessible for all EL levels.</p> <p>Embed NUA and ELlevation strategies into standards instruction.</p>	<p>Student work samples, Fastbridge data, formative and summative data</p>	<p>Classroom teachers, Title 1, Instructional coach, EL , SPED, NUA Mentor</p>
<p>Explicit instruction about the coaching/ conferring and flexible group model using Bridges math curriculum.</p>	<p>Classroom application of coaching/conferring flexible group model using Bridges curriculum and strategies with students.</p>	<p>Student work samples, Fastbridge data, formative and summative data</p>	<p>Classroom teachers, Title 1, Instructional coach, EL , SPED</p>

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<p>Ongoing, non-evaluative coaching support system for core instruction: classroom visits, modeling, team teaching for the purpose of modeling</p>	<p>Provide ongoing individual and team coaching, based on needs.</p> <p>Meeting with the instructional coach to increase effectiveness of Bridges instruction.</p> <p>Increased collaboration with coach and NUA mentor to align classroom instructional strategies.</p> <p>Peer to Peer observations of instruction</p>	<p>Student work samples, Fastbridge data, formative and summative data</p>	<p>Instructional coaches, administration</p>

Priority Three: Student Behavior

<p>Evidence of Need:</p>	<p>Students and staff at Fair Oaks have experienced enormous change over the last year. Different learning models, remaining in pods, and decreased social interactions at school and home has increased the need for social emotional learning. Knowing that over one hundred and fifty Fair Oaks Students and several staff spent all of last school year learning virtually and have returned to in-person learning for this school year requires an increased focus on building community in our classrooms and school community.</p> <p>Fair Oaks is committed to tier-one support. By building a strong classroom and school community we will prepare our students for academic success. Maintaining a continued focus on building the social emotional capacity of all of our students enables us to effectively intervene with students who require additional support. Historical data that tracks time out of class provides us with the focus of our work this school year. We must continue to provide timely and effective interventions for our students whose needs are not being met fully within the classroom. Fair Oaks’ Social Emotional Learning Team must continue to work collaboratively with classroom teachers and other support staff to build capacity with both staff and the students we all serve. Our conviction regarding racial inequities in academics and student behavior must continually deepen. Knowing that the majority of time out is disproportionately represented by our Black students. We must partner with families and utilize system staff, tools, and resources to estblashing meaning and real intervention that change the predictable patterns that exist.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Out of Class Time	923 Out of Class Hours in 2019-20 (Pre-Covid Data)	Reduce the amount of out of class time by 20%, 739 hours.
Out of Class Time	61 Students spent two hours or more out of class.	Reduce the number of students out of class for more than two hours by 20%, 49 students.

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

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:
Weekly Social Emotional Learning Team Meetings. Brian Thul, Sarah Anderson, Jamie Jarmin, Sara Pinkerton, Ryanne Underhill,	Review of student data to plan interventions that support student’s needs and classroom needs.	Out of class time, behavior referrals, and anecdotal observation.	(SEL TEAM)

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Megan Monette			
Equity Team	Review ECAP Data and use provided rubrics to evaluate current systems and structures.	Survey Data	Equity Team
Social Emotional Learning Lessons	PBIS Team will implement Classroom Champions, Responsive Classroom and mindfulness routines to be taught.	Post Lesson Assessment	Jamie Jarmin and SEL Team
Use Check-in/Check-out as a tier 2 intervention with students who show a need. Communication with family will occur for students who participate in CI/CO	Teachers will complete CI/CO charts and Green Room Staff will provide support to the students in the morning and at the end of the day.	CI/CO Graphs	Sarah Pinkerton and Brian Thul
Restorative Circles will be utilized when harm is done to individuals and classes.	Facilitate Restorative Circles to address harm.	Out of Class Time	SEL TEAM
Implement IM4 Intervention Platform to support the implementation of tier II research-based interventions.	Students who are brought to I-Team with social, emotional, and behavioral needs will be placed in the IM4 Intervention Platform.	Specific based on the intervention designed Out of class time	Intervention Team, licensed staff
Responsive Classroom Training	Responsive classroom training to implement strategies and proactively support student behavior and build community.	Time out of class data	FO Staff
Mental Health Tier III Support	Provide Individual and Family Mental Health Support.	Time out of class data	Ryanne Underhill
Frequent student recognition	Classroom Champions wall, CARES slips drawings, VIP table, phone calls home, school-wide morning meetings	Tracking students selected to ensure that all students are recognized for the Classroom Champion Wall.	PBIS/ CARES team, classroom teachers
PBIS/CARES Team	Team will meet monthly to examine behavioral data to implement systems of support	Green Room Data	PBIS/ CARES team, classroom teachers

Priority Four: Family Engagement	
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:	Provide meaningful family engagement opportunities that support students’ academic achievement and social-emotional learning.

Family Engagement Continuous Improvement Action Plan: (add steps as needed by using tab key)			
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:
Family Engagement Team/Title 1 will provide opportunities for parents to learn how to support academic growth at home, including how to coach their child in academic standards	<p>Create SeeSaw activities that students and families can easily access to support learning.</p> <p>Provide curriculum opportunities for parents and teachers to check in and review expectations and supports for students. (Math Night, Library Night, STEM Night)</p> <p>Parents and teachers will work in tandem to ensure that learners are interacting with academic/curriculum materials.</p>	<p>Sign in sheets for attendance</p> <p>Parent Feedback forms</p> <p>SeeSaw report analytics</p>	<p>Licensed Staff</p> <p>Parents/Families</p> <p>Title 1 Teacher</p>
Parents will be informally surveyed in multiple ways to get their input on how we can collaborate more for the achievement of their children.	<p>Plan for parent input at least twice per year at conferences and other events.</p> <p>Host parent meetings in fall and spring to collect</p>	Attendance reports from parent meetings	Title 1 Team

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	<p>input on family engagement via affinity groups.</p> <p>Coffee and Connect opportunities monthly before assemblies.</p>		
Utilize PTO to provide more entry points for parents to engage in the Fair Oaks Community	Design events (virtually and in-person) that will engage families in building community and supporting student achievement	<p>PTO board meetings</p> <p>Parent Feedback forms</p>	<p>PTO</p> <p>Fair Oaks Staff</p> <p>Family Engagement Committee</p>
Parents will be informed about information that is critical to student learning and achievement.	<p>Communication sent in a variety of modalities (i.e. phone calls, SeeSaw, School Messenger, Talking Points, Peach Jar, Monthly Newsletter)</p> <p>Including parents on PBIS committee and SIP development.</p>	SeeSaw Analytics School Messenger confirmations and tracking	Sara Looby Licensed staff Pam Kelley

Site Improvement Team

Name	Position	Name	Position
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1. Sara Looby-Morris	Principal	5. Building Leadership Team Members	
2. Brian Thul	Behavior Intervention Teacher	6.	
3. Doris Lemanski	Lead Title Teacher	7.	
4. Jeff Aronow	Academic Coach	8.	

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: _____