

# Form A2 – School Improvement Plan

Principal: Mr. Scott Taylor

Assistant Superintendent: Dr. Stephen Flisk

School: Park Brook Elementary

Date: October 15, 2020

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 at the start of school using the 2020-2021 cohorts. Students enrolled for the 2020-2021 school year make up each cohort.
- (2) 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.
- (3) General Color-Coding Key (most data tables include a more specific key):

<b>Far Below Basic Goal</b>	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (4) New for 2020-21, data tables will 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.
- (5) For each student, their Fall 2020 cohort MCA index score is the first score available of the following: 2020 MCA, 2019 MCA, Fall 2019 MAP, Spring 2019 MAP, Winter 2020 FastBridge CBM (current 3rd grade only), and 2018 MCA.
- (6) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (7) Site team should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
  - a. What did the data tell you about your current state? What were things the data did not tell you?
  - b. What adult practices might be the cause of the data?
  - c. What are the root causes of the data concerns that will be addressed in action plans?
  - d. What research-based actions, strategies, and interventions will support students in meeting the goals?
  - e. What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)\*?

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\* Form A-2 School Improvement Plans have been modified to reflect the spring of 2020 COVID-19 pandemic and subsequent school closures. As a result, data from the spring of 2020 will not appear on this form. Additionally, goals from 2019-2020 will continue into the 2020-2021 school year.

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
<b>Column Header</b>	<b>Definition</b>					
<b>2018 and 2019 Results</b>	Percent of students at risk or some risk in the fall who became low risk in spring. See Progress to Fluency Reports for more info.					
<b>2020 Results</b>	Percent of students at risk or some risk in the fall who became low risk in winter.					
<b>Basic Goal</b>	District-wide goals for 2020-21: KG = 23%; Gr 1 = 38%; Gr 2 = 9%.					
<b>Transformational Goal (Trans)</b>	District-wide goals for 2018-21: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.					
<b>Color Coding</b>	<b>30% + from Basic Goal</b>	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-2020</b>	<b>2019-20 &amp; 2020-21 Goals</b>	
<b>Group</b>	<b>2018 Results</b>	<b>2019 Results</b>	<b>2020 Results</b>	<b>2020-21 Basic</b>	<b>2020-21 Trans.</b>
KG	39%	21%	0%	23%	68%
Grd 1	31%	33%	28%	38%	67%
Grd 2	24%	9%	4%	9%	50%

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**Priority One: READING** *Measure: MCA Proficiency (Index Rates)*

**Column Header**

<b>Results</b>	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.
<b>Fall Cohort</b>	Index rate for students tested in the previous spring and enrolled the following fall.
<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 (previously the minimum was 25).
<b>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
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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	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	54.3	60.4	40.3	41.5	55.2
Grade 3	47.8	51.8	26.8	22.8	45.1
Grade 4	52.5	57.0	42.4	43.0	56.8
Grade 5	62.8	71.4	51.1	58.0	63.4
Amln/Haw					
Asian	58.3	66.7	44.0		
Black	50.8	57.6	43.1		
Hispanic	46.4	57.1	26.3		
White	68.2		53.8		
Multiracial	58.3	59.1			
EL	28.3	44.0	4.8		
Spec Ed	31.3	4.2	15.9		
F/R Lunch	51.5	56.9	36.4		
Female	59.3	64.3	46.2		
Male	50.7	56.0	32.7		
Title 1			8.8		
TAG			71.0		
DLA			50.0		

**Priority One: READING**

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

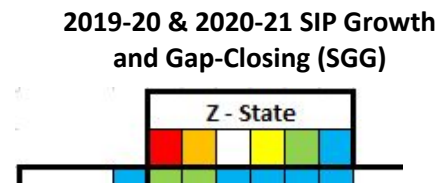
**2019 Color Coding for MCA Value-Added and Z-State Results**

-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 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.

(For 2020 school improvement planning purposes, 2019 data is being used.)

2021 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		
	2017	2018	Val-Add	Z - State	SGG
<b>All Students</b>	-0.11	0.14	0.13	0.06	
Grade 3			0.12		
Grade 4	-0.09	0.30	0.20	0.21	
Grade 5	-0.13	-0.02	0.06	-0.14	
Am Ind					
Asian	-0.40	0.21	0.01	-0.05	
Black	-0.12	0.00	0.12	-0.03	
Hispanic			0.42	0.21	
White	0.09				
Multiracial	0.52		0.06		
EL	-0.39	0.39	0.38	0.13	
Spec Ed	0.08	0.05	0.10		
F/R Lunch	-0.05	0.05	0.12	0.00	
Female	0.10	0.11	0.09	-0.01	

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Male	-0.30	0.15	0.18	0.12	
Title 1					
TAG					
DLA					

<b>Priority One: Reading</b>			
<b>Reading 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>
Intervention Strategies	Park Brook Elementary Staff members will implement strategies that are based upon successful strategies we have previously implemented yet adjusted to meet the needs of students while moving from one learning model to another.	In grades 2 – 5 a baseline will be set using the Fastbridge aReading assessment and then will be readministered in late Spring.  Park Brook Elementary has consistently had some of the strongest growth scores in the Osseo Area Schools, and this year with the movement of students to DLA, pivoting between Hybrid, Distance and in-school, the goal is to be in the top 25% of growth in all areas in the Osseo Areas Schools.	Title I—Mary Rachor; classroom teachers, MN Reading Corps
Seesaw	Seesaw will be implemented across the grade levels for students to submit work.	Work completion academic growth.	Classroom teachers, special ed. teachers, Title I
Conferences—goal setting with at least one strategy each student/family chooses to do to reach their goal.	Classroom teachers discuss with parents and student one thing that the child will do to increase their reading growth, math growth and fitness growth, with the purpose of creating a team.  Scott Taylor is reading and signing each form.	Completed goals forms and academic growth.	Classroom teachers, Mary Rachor—Title I, Scott Taylor--Principa I
Grade Span Staff Support	This year in response to COVID, Park Brook Staff have been divided into grade spans for academic support. Title I support,	PLT’s will meet to review students growth, as well as Fastbridge scores to determine overall growth for the school year.	All Park Brook Elementary staff who work in classrooms.

	<p>additional teachers, ESP’s and so on, have been placed into K – 2 or 3 – 5, with pre-K remaining separate with four staff members. The purpose is to minimize movement in-and-out of classrooms, while also adjusting to not mixing students to meet the academic needs of students. During Hybrid and Distance Learning Models, staff will collaborate to meet the needs of the students.</p>		
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<b>Priority Two: MATHEMATICS</b>		<i>Measure: MCA Proficiency (Index Rates)</i>
<b>Column Header</b>		
<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. For grade 3, if students were not MAP tested in Fall 2019, the grade 3 cohort index rate from fall 2019 was used, multiplied by .9 to adjust for estimated COVID slide.	
<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 (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.
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<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
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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	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
<b>All Students</b>	<b>54.7</b>	<b>54.2</b>	<b>53.4</b>	<b>43.5</b>	<b>65.1</b>
Grade 3	53.3	44.6	58.8	54.8	69.1
Grade 4	57.5	53.5	62.1	52.5	71.6
Grade 5	53.5	62.9	42.0	26.0	56.5
Amln/Haw					
Asian	68.3	58.3	54.2		
Black	45.1	46.7	45.1		
Hispanic	57.1	53.6	57.9		
White	59.1		80.8		
Multiracial	62.5	68.2			
EL	46.7	26.0	27.5		
Spec Ed	33.3	33.3	34.1		
F/R Lunch	53.5	52.3	48.9		
TAG			82.3		
Title 1			42.4		
Female	50.9	49.1	49.2		
Male	57.4	60.0	58.7		
DLA			56.1		



**Priority Two: MATHEMATICS**

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

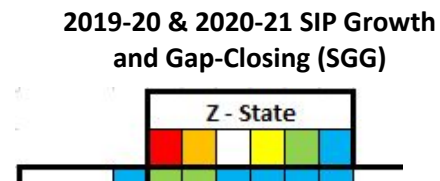
**2019 Color Coding for MCA Value-Added and Z-State Results**

-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 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.

(For 2020 school improvement planning purposes, 2019 data is being used.)

2021 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		
	2017	2018	Val-Add	Z - State	SGG
All Students	-0.09	0.28	0.05	-0.02	
Grade 3			-0.43		
Grade 4	-0.17	0.29	0.06	-0.05	
Grade 5	-0.01	0.26	0.41	0.01	
Am Ind					
Asian	0.00	0.42	0.14	0.12	
Black	-0.13	0.06	-0.04	-0.12	
Hispanic			0.29	0.06	
White	-0.40				
Multiracial			-0.10		
EL	-0.10	0.54	-0.06	0.01	
Spec Ed	-0.49	-0.03	-0.02		
F/R Lunch	-0.01	0.24	0.04	-0.07	
Female	-0.05	0.13	-0.02	-0.02	

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Male	-0.12	0.38	0.12	-0.02	
Title 1					
TAG					
DLA					

<b>Priority Two: Mathematics</b>			
<b>Mathematics 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>
Seesaw	Staff will post assignments in Seesaw and review the assignments. For the most part, assignments posted will be practice, which has always occurred, but now most of the practice will occur on at-home days rather than in the physical building.	PLT's will monitor academic growth and adjust to meet the academic needs of the students.	Licensed staff working directly with academic instruction.
Google Websites	On our Google Websites, additional opportunities will be provided for students, including but not limited to TAG opportunities for all. In addition, schedules for support for at-home learning days will be provided on the Google Sites.	Research strongly indicates that students need a wide-range of opportunities and experiences in addition to instruction in core subjects to make the growth that is needed to close the academic achievement gap.	All licensed staff for webpages. Erika Lohn for TAG support. Special education staff and EL staff for specific support for students who receive these services. Additional staff members will be available to provide academic support.
Engagement Activities	This year our traditional (Park Brook) engagement activities will not be possible, however, we are attempting to include all students in TAG programming to increase both engagement and academic growth.	2 <sup>nd</sup> – 5 <sup>th</sup> grade students will be assessed with Fastbridge math in both the fall and spring to measure growth.	Erika Lohn, TAG Teacher; classroom teachers
Interventions	On at-home learning days during Hybrid, K-2 students will continue to	Students assessments and Math Fastbridge growth for 2 <sup>nd</sup> grade students, fall-to-spring	Title I, EL, ESP's, Special education

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	have a live Number Corner Lesson.		
Conferences—goal setting with at least one strategy each student/family chooses to do to reach their goal.	Classroom teachers discuss with parents and student one thing that the child will do to increase their reading growth, math growth and fitness growth, with the purpose of creating a team.  Scott Taylor is reading and signing each form.	Completed goals forms and academic growth.	Classroom teachers, Mary Rachor—Title I, Scott Taylor--Principal
Grade Span Staff Support	This year in response to COVID, Park Brook Staff have been divided into grade spans for academic support. Title I support, additional teachers, ESP’s and so on, have been placed into K – 2 or 3 – 5, with pre-K remaining separate with four staff members. The purpose is to minimize movement in-and-out of classrooms, while also adjusting to not mixing students to meet the academic needs of students. During Hybrid and Distance Learning Models, staff will collaborate to meet the needs of the students.	PLT’s will meet to review students growth, as well as Fastbridge scores to determine overall growth for the school year.	All Park Brook Elementary staff who work in classrooms.

**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	<b>This year as we move between Distance Learning, Hybrid, and In-Person, it appears that one of our greatest needs in terms of behavior will be engaging and motivating students when they are at home to ensure that they are actively engaged in learning.</b>
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<b>Student Behavior</b> (Example: office referrals, suspensions, etc.)	<b>Baseline data by target group</b> (Example: ethnicity, socioeconomic, grade level, etc.)	<b>Goal</b>
Participation in engagement activities outside of the traditional school day.	During the 2018-19 school year over 90% of 1 <sup>st</sup> – 5 <sup>th</sup> grade students participated and during the 2019-2020 school year we were on track to have the same percentage of participation, however, COVID-19 changed the trajectory of the year.	While we are not able to have additional engagement activities as we begin the school year due to COVID-19, we will offer when we can safely do so. In the meantime, our goals are as follows: <ul style="list-style-type: none"> <li>● Continue to foster the relationships with outside organizations who continually provide so much for Park Brook Elementary: The Loppet Foundation, CycleHealth, Twin Cities in Motion, the YMCA, Girls on the Run, and so on.</li> <li>● Provide engagement activities for students that are online, yet not burning students out with online opportunities.</li> </ul>
Percentage of students able to complete the	Students will complete the sit-up and push-up	The goal for Park Brook is to increase by 15% from the Fall Scores to the Spring Scores the percentage of students in

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<p>mile run at a proficient level has been one measure we have used at Park Brook. In the Spring of 2020 we did not hold a timed event, but encourage all to run the mile run. In the Fall of 2020 in order to maintain social distancing, and no physical education teacher, students did not run the mile run.</p>	<p>test the week of October 19, and then again in the Winter and Spring.</p>	<p>both push-ups and sit-ups who can pass the fitness test at a proficient level for their grade.</p>

<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>
<p>TAG programming will be provided for all students via Google Meet and Google Webpages. The purpose is to increase academic growth and increase academic engagement. One of the behaviors that is of most concern as we move between different instructional models is engagement during at-home days and Distance Learning.</p>	<p>Engaging activities to foster creativity will be posted, and then staff will work to engage students.</p>	<p>Engagement in Seesaw and additional learning opportunities, as well as Fastbridge growth from Fall to Spring.</p>	<p>Erika Lohn, Scott Taylor</p>
<p>Conferences—goal setting with at least one strategy each student/family chooses to do to reach their goal. (This form includes a fitness goal, which is aligned to both academic and behavioral growth.)</p>	<p>Classroom teachers discuss with parents and student one thing that the child will do to increase their reading growth, math growth and fitness growth, with the purpose of creating a team.</p> <p>Scott Taylor is reading and signing each form.</p>	<p>Completed goals forms and academic growth.</p>	<p>Classroom teachers, Mary Rachor—Title I, Scott Taylor--Principal</p>

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<p>HST will continue to meet during this time to review student needs and address specific needs with individualized plans. The HST consists of: principal, BIT, Lee Carlson Center Therapist, Equity Teacher, RN, Counselor, special education representative, Title I Lead Teacher, and occasionally the school social worker.</p>	<p>Review students needs, including behavioral needs to determine best system to provide support.</p>	<p>This team reviews students individually to meet individual needs.</p>	<p>HST Team.</p>
<p>Equity and Focus on Fitness</p>	<p>Park Brook Staff are well aware of the unacceptable discrepancies in academic growth in schools. The staff works to increase the academic growth, and has maintained some of the highest growth in the district. However, we will not be satisfied at this level of growth. In order to take our Focus on Fitness and our Equity work to a deeper level and commitment, staff members will participate in equity work that specifically includes the discrepancies that our students at Park Brook will face in terms of health, with the sole purpose of both increasing our fitness work and deepening our understanding of how race is a factor in the community, not just education.</p>	<p>This goal is not about collecting data, but rather about learning that the staff will engage in during the school year.</p>	<p>Scott Taylor, Dan Nelson</p>

<b>Priority Four: Family Engagement</b>	
<b>Evidence of Need:</b>	<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>
<b>Goal:</b>	<p><b>Park Brook Elementary will determine technology tools that will be useful to incorporate and maintain after the pandemic in terms of family connections.</b></p> <p><b>Park Brook Elementary has offered a significant number of opportunities for students before and after school in terms of field trips, language clubs, fitness, music and so on, that are not able to be offered this year. However, this is a season when it will be important to maintain and nurture the relationships with outside organizations to ensure that we can continue with a multitude of opportunities once the pandemic is over.<sup>1</sup></b></p>

<b>Family Engagement 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 progress:</b> <i>What data will be collected?</i>	<b>Person(s) Responsible:</b>
Google Websites	Park Brook has implemented Google Websites and maintains the websites to ensure that they are up-to-date so that parents know the schedules and have easy access to information.	It will be difficult to collect data, however, these websites will hopefully be a resource to provide current information for families.	Dan Nelson, Scott Taylor, Licensed Staff.
Parent Connections through parent/guardian meetings and Google Meets open times.	Mr. Taylor will hold Google Meets that are open times strictly for parent connections, and also socially distanced coffees/lunches/teas for parents to ask questions, connect and learn more about the school.	<p>Number of parents who attend or visit an open Google Meet.</p> <p>Sept. 30 and Oct.1—Morning Coffee both days, two lunches on both days, and afternoon tea both days.</p> <p>October 22 and 27—Google Meet with Principal, School Counselor, and BIT to</p>	Amy Rintamaki, Scott Taylor, Pamela Fleagle, Dan Nelson, HST

<sup>1</sup>



		<p>review options for at-home learning, specifically targeting families where students are not connecting at the rate of other students.</p> <p>Three Open Google Meets with Mr. Taylor prior to the school year to connect with parents.</p> <p>Videos created for parents regarding a variety of school items, all kept to 3-minutes or less.</p>	
Determine new methods for engaging families as we move from one mode of learning to another.	<ul style="list-style-type: none"> <li>● Google Meets—open times—for parents.</li> <li>● Socially distanced opportunities to connect with parents.</li> <li>● Google Meets to review at-home learning opportunities</li> <li>● Personal notes to families</li> </ul>	Student engagement, number of parents involved in opportunities to connect.	Scott Taylor, Amy Rintamaki
Online Opportunities for parents to connect	While we are forced to use online methods with the pandemic, we will also be determining how to incorporate some of these methods into the future with PTO meetings, conferences, and so on.	Staff will use online methods to increase engagement and be cognizant of how some of these tools might be useful moving forward after the pandemic.	Park Brook Staff
Google Meet Interpreter Services	Park Brook Elementary staff will learn how to successfully use translation services during conferences and other times to meet the needs of both parents and	In the past we have used in-person translators for conferences and Pacific Interpreters for telephone meetings. Now, we have experimented with getting translators for meetings	Scott Taylor

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	students. The translation services can also be used for student to teacher connections.	on Google Meet, and the entire staff will be trained how to successfully do so.	
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Parent Survey 2020—5 point scale, 1-low, 5-high		
Area	Park Brook	District
Strategic Outcomes	3.7	3.6
Teaching & Learning	4.1	4.0
Communication	4.2	4.1
Student Support	4.4	4.2
Adult Trust	4.4	4.2
Belonging	4.4	4.0
Help for Parents	4.3	4.2

Staff Survey 2020-5 point scale, 1-low, 5-high		
School Environment & Communication	4.7	4.1
Race & Culture—participation in staff training	3.4	3.4
Teaching & Learning	4.6	4.0
Teacher Professional Practice	4.5	4.3

Site Improvement Team

Name	Position	Name	Position
<b>Sue Wolfe</b>	ESP	<b>Renee Pelton</b>	3 <sup>rd</sup> Grade Teacher
<b>Sherri Shober</b>	Kindergarten Teacher	<b>Kelly Brant</b>	4 <sup>th</sup> Grade Teacher
<b>Linda Carlson</b>	1 <sup>st</sup> Grade Teacher	<b>Jaclyn Ott</b>	5 <sup>th</sup> Grade Teacher
<b>Courtney Brenny</b>	2 <sup>nd</sup> Grade Teachers	<b>Michelle Leopoldt</b>	EL Teacher
<b>Meghan Settingsgard</b>	Special Education Teacher	<b>Brianna Barhorst</b>	Music Teacher

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<b>Amy Titus</b>	AESP	<b>Scott Taylor</b>	Principal
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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: \_\_\_\_\_