Form A2 – School Improvement Plan

Principal: Heather Miller-Cink   **Assistant Superintendent:** Kelli Parpart

School: Park Center Senior High   **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, Reading, or Math 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, Reading, or Math 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?

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Graduation Rate Color Coding	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal

PCSH

Four-Year Graduation Rate - Goals and Results

	Results 2018	Results 2019	Basic Goal 2020	Transform Goal 2020	Results 2020	Basic Goal 2020	Transform Goal 2020	Results 2021
All Students	82.4	81.3	83.6	86.0	87.3	88.9	90.5	
Am Ind								
Asian	87.3	89.7	91.0	92.3	94.3	95.0	95.7	
Black	78.2	75.9	78.9	81.9	80.5	82.9	85.3	
Hispanic	69.1	80.3	82.8	85.2	77.3	80.1	83.0	
White	85.9	82.3	84.5	86.7	91.8	92.8	93.8	
Multiracial^	88.2	71	74.6	78.3	92.6	93.5	94.4	
EL	79.0	80.4	82.9	85.3	76.7	79.7	82.6	
Spec Ed	53.5	67.2	71.3	75.4	65.1	69.4	73.8	
F/R Lunch	79.1	79.1	81.7	84.3	81.2	83.6	85.9	
Homeless^	53.9	53.8	59.6	65.4	54.5	60.2	65.9	
Female	85.3	85.5	87.3	89.1	92.3	93.3	94.2	
Male	79.8	77	79.9	82.8	82.2	84.5	86.7	
Graduation Rate Basic goal = halfway to 100% in 4 years. Transformational = halfway to 100% in 2 years.								
^ Results reported for the first time in 2018-19 SIP.								

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Priority One: READING		Measure: MCA Proficiency (Index Rates)
Column Header		
Results	10th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.	
Fall Cohort	Index rate for students tested in 8th grade (for Fall 2020) or 7th grade (for Fall 2021) and enrolled in the fall of 10th grade.	
Basic Goal	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.	
Transformational (Trans.) Goal	The MDE index target (reduce non-proficiency by half in two years).	

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met 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	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results	Fall 2021 Cohort	2022 Basic Goal	2022 Trans. Goal
Grade 10	66.1	64.9	59.2	62.5	69.4	61.3	52.2	57.5	64.1
AmIn/Haw									
Asian	66.1	68.1					51.8		
Black	57.9	54.0					43.6		
Hispanic	54.2	64.0					44.8		
White	81.9	81.8					76.1		
Multiracial		53.8					65.9		
EL	19.3	20.0					6.6		
Spec Ed	37.9	16.7					20.8		
F/R Lunch	58.0	59.1					47.3		
Female	67.9	66.3					57.0		
Male	64.2	63.4					47.1		
TAG							76.0		
DLA							54.7		

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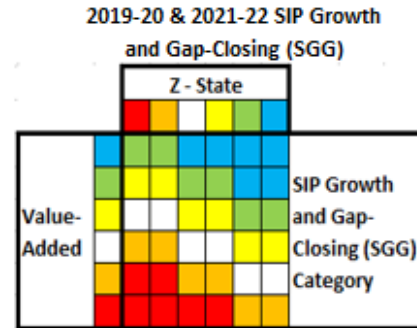**Priority One: READING**   *Measure: SIP Growth and Gap-Closing (SGG)*

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)

	Baseline		2019 Results			2021 Results
Group	**2017**	**2018**	**Val-Add**	**Z - State**	**SGG**	**Val-Add**
Grade 10	**-0.04**	**-0.14**	-0.04	-0.02		-0.14
Am Ind						
Asian	0.02	-0.17	0.00	0.03		-0.02
Black	-0.21	-0.16	-0.15	-0.23		-0.28
Hispanic	0.03	-0.11	0.06	0.18		-0.15
White	0.17	-0.09	-0.03	0.11		0.10
Multiracial	0.57		-0.03	-0.06		
EL	-0.08	-0.11	0.00	0.02		**-0.44**
Spec Ed	0.10	-0.16	-0.13	**-0.32**		
F/R Lunch	-0.03	-0.18	-0.05	-0.07		-0.13
Female	-0.15	-0.14	-0.02	-0.02		0.00
Male	0.07	-0.14	-0.06	-0.02		-0.27
TAG						-0.01
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:**
Place struggling readers in co-taught courses with academically proficient peers based on learning needs (SpEd)	Purposeful pairing and continuity of teaching teams; maintain a balance of 65/35 (grade-level readers/struggling readers)	Student grades; student reflection surveys; MCA scores, Fastbridge scores	Content-area teachers; SpEd; and administration
Place EL students in co-taught courses with academically proficient peers	Purposeful pairing and continuity of teaching teams; maintain a balance of 65/35 (grade-level/EL students)	Student grades; student reflection surveys; MCA scores, FastBridge scores	Content-area teachers; EL teachers; and administration
Place reading co-teachers, SPED co-teachers and EL co-teachers with content-area PLTs for their common planning time	PLTs will explore and share successful teaching strategies to scaffold tasks for learners; PLTs will intentionally/specifically discuss how to engage students, focusing on our Black and Latina/o students	Student grades; MCA, FastBridge scores; PLT analysis of formative and summative data broken down by race and learning needs	Content teachers; co-teachers (Lang/Lit, Reading, SpEd, and EL); and administration
Continue to align English Skills curriculum with English curriculum	English Skills teachers will collaborate with each other and/or Instructional Coach to modify curriculum to meet the needs of English Skills students	FastBridge scores; PLT analysis of formative and summative data broken down by race	Special Ed teachers; SEBC; Instructional Coach
Scaffold instruction and curriculum for EL students through co-taught and academic language courses (EL)	Collaboration between EL and content area teacher to ensure effective scaffolding and instructional strategies including explicit instruction in academic language;	ACCESS scores; FastBridge scores; PLT analysis; EL student individual goal tracking and monitoring; student grades	EL/content area PLTs
Offer intervention during advisory targeting students who are enrolled in multiple English courses	Language & Literature teachers will recommend students who need additional time and/or support to complete assignments and meet learning targets	Student assignments, grades and passing rates	Language & Literature teachers
Incorporate best practice reading and writing strategies into content area classes	Teachers will use the Culturally Relevant Unit Planner with the CLEAR Model; PLTs will analyze formative/summative data to inform instruction	MCA scores; FastBridge data; teacher observation; student grades	All licensed staff; administration; Instructional Coach

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Allocate resources for 1.0 FTE Instructional Coach/BARR	1-on-1 coaching cycles with teachers to provide PLT support; EL instructional strategies and scaffolding will be blended with culturally responsive pedagogy to support Black and Latina/o students	PLT analysis of formative and summative data; student grades	Licensed Staff: Instructional Coach; Administration
Place struggling readers in the Read+ course, based on 8th grade FastBridge scores, 8th grade MCA scores, and 8th grade English class grades.	Further assessment with FastBridge, AUTOreading, and CBM assessments; specific reading interventions designed and implemented as needed	Bi-weekly student progress monitoring	Sean Fogarty; ADSIS Interventionist

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Priority Two: MATHEMATICS	Measure: MCA Proficiency (Index Rates)
Column Header	
Results	11th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.
Fall Cohort	Index rate for students tested in 8th grade and enrolled in the fall of 11th grade.
Basic Goal	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.
Transformational (Trans.) Goal	The MDE index target (reduce non-proficiency by half in two years).

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational 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	Basic Goal	2021 Trans. Goal	Spring 2021 Results	Fall 2021 Cohort	2022 Basic Goal	2022 Trans. Goal
Grade 11	41.6	40.7	60.2	40.2	70.1	27.0	52.7	32.7	64.5
AmIn/Haw									
Asian	42.8	45.8				36.8	65.3		
Black	31.0	25.9				14.1	40.1		
Hispanic	29.5	18.3				12.5	35.3		
White	74.5	65.3				39.3	72.2		
Multiracial	31.6						61.8		
EL	0.0	0.0					6.5		
Spec Ed	25.7	5.9				12.5	32.9		
F/R Lunch	31.8	28.9				18.8	49.3		
Female	45.5	36.7				27.8	55.4		
Male	38.0	44.4				26.5	50.3		
TAG						41.5	72.6		
DLA							55.4		

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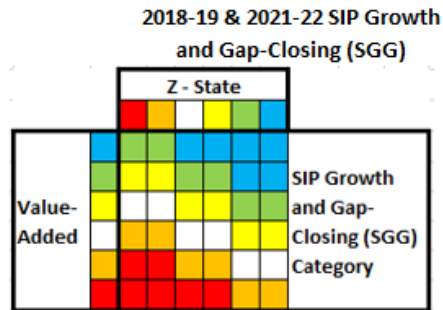
Priority Two: MATHEMATICS	*Measure: SIP Growth and Gap-Closing (SGG)*

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.

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**
Grade 11	-0.25	-0.25	-0.27	-0.74		-0.46
Am Ind						
Asian	-0.17	-0.11	-0.29	-0.78		-0.28
Black	-0.33	-0.46	-0.23	-0.87		-0.51
Hispanic	-0.30	-0.29	0.00	-0.64		-0.23
White	-0.18	0.04	-0.37	-0.56		-0.69
Multiracial	-0.57	-0.55				
EL		-0.32	0.00	-0.74		
Spec Ed		0.09	-0.52	-1.16		-0.69
F/R Lunch	-0.34	-0.30	-0.21	-0.83		-0.40
Female	-0.27	-0.30	-0.24	-0.79		-0.51
Male	-0.24	-0.19	-0.29	-0.70		-0.42
TAG						-0.51
DLA						

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Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan:			
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:**
Allocate .8 FTE to provide Learning Lab for 10th grade students who are repeating NLA	Identify 10th grade students who failed NLA as 9th graders; Provide math support for students	Formative and summative grades; mid-tri/tri final grades	HMC; Sean Fogarty; Cody Bloomer
Implement CPM study teams structures	Teachers will regularly utilize the 4-role study team concept; teachers will place students in study team; teachers will provide feedback to study teams	Study team formative assessments	Math teachers
Implement CPM note-taking strategies	Teachers will regularly model/demonstrate note-taking during math lessons	Homework completion, student grades	Math teachers
Continue to incorporate instructional strategies CPM curriculum	Teachers will engage students with peer discussion; mixed, spaced practice of ideas to review and preview concepts; and create content that is based in real world context.	Student grades; homework completion;	Math teachers
Continue to incorporate literacy/writing skills in all math classes	Teachers will include writing prompts and learning logs in each course	Student grades; homework completion	Math teachers
Continue utilizing Desmos in math classes	Teachers view student work in real-time and provide feedback on individual student work	Student grades; homework completion	Math teachers
Provide co-taught sections of Non-Linear Algebra, Geometry, and Algebra 2 for SpEd students with their academically proficient peers	Purposeful pairing and continuity of teaching teams; maintain a balance of 65/35 (grade-level math students/SpEd students	Student grades; homework completion;	Haley Corradi/Erin Burnette: Neena Mathers/Rob Anderson; Dani Parshall/Meagan Randall
Provide 2 sections of EL Math courses	Prepare lessons that meet the current math level of EL students; differentiate to appropriate levels	IXL math diagnostic; student advancement into next course in sequence; student grades	Taylor Trapp

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Offer intervention during advisory for NLA, Geometry, and Algebra 2 students who needed additional support	Teachers will identify students who would benefit from additional instruction, Intervention teachers will create mini-lessons of prerequisite skills	Student grades; homework completion;	NLA, Geometry, and Algebra 2 data teams

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Priority Three: Student Behavior

Evidence of Need:	**There were 4,460*** total student incidents for the 2019-20 school year** • 2086 of the total student incidents were for the 9th grade students; • which represents **47 %** all incidents. • This number is disproportionate as 9th grader students made up **25.6 %** of the total school population. **There were 2086*** incidents for 9th grade students during the 2019-20 school year** • 1502 of the 9th grade student incidents were for Black (not of Hispanic origin) students; • which represents **72%** of all 9th grade incidents • This number is disproportionate as Black (not of Hispanic origin) students make up **41.7 %** of the 9th grade student population ***** Data from Trimester 1 and Trimester 2 was used to "estimate" number of incidents that would have occurred if we had been "in-person" during Trimester 3.**

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Office Incident/Referrals	Of the 4,460 total student incidents from the 2019-2020 school year, 2,086 were for 9th grade students, which accounts for 47% of all incidents	Decrease the percentage of overall incidents written for 9th grade students from **47% to 44%.**
Office Incident/Referrals	Of the 2,086 total 9th grade student incidents from the 2019-2020 school year, 1,502 were for Black (not of Hispanic origin) students; which accounts for 72% of all 9th grade incidents	Decrease the percentage of overall incidents written for Black (not of Hispanic origin) 9th grade students from **72% to 69%.**

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Student Behavior Continuous Improvement Action Plan:			
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:**
Continue refinement of Alternative to Suspension (ATS) process and protocols; redesign the physical space to include varying seating options	Continue refinement of Alternative to Suspension (ATS) process and protocols; redesign the physical space to include varying seating options; utilize .5 FTE behaviors support staff to influence/change behaviors	Monthly reflection/analysis of ATS effectiveness with administration and ATS ESP. Data analysis every trimester	Antwan Harris; Ellen Stewart JT; Al Nolen; Paris Kyles; Jarrette Fellows; Laurie Christopherson: ATS ESP
Continue to provide mediation services for students/staff/families	Admin will collaborate with Community Mediation & Restorative Services (CMRS)and District SDAS to provide mediations; PC staff will refer students, staff, families	Total # of students referred to services	Antwan Harris; Ellen Stewart, SMSs, CMRS staff: Jimmie Heags
Hold weekly Student Support Team meetings (Principal, APs, SMSs, counselors, social work, SROs, other support staff)	Review weekly of concerns for high needs students (behaviorally, academically, and attendance) design/discuss next steps/plan for high needs students	Behavior/incident referrals; grades; attendance data	HMC, Antwan Harris; Ellen Stewart; SMSs, counselors, social workers, SROs, and other support staff
Provide Check & Connect for SpEd students	Collaborate with District Staff to coordinate	Trimester grades; credit accumulation; office referrals	Antwan Harris; Ellen Stewart, Eric Thompson; SEBCs; Elizabeth Xiong
Provide Class meetings during 1st weeks of school to provide clear expectations about PC Pride	APs will design presentations; class meetings will occur during 1st weeks of school.	Behavior/incident referrals; specific analysis of hallway behavior referrals	Antwan Harris; Ellen Stewart, Eric Thompson
Continue to enforce student pass system	Administration will enforce the process, protocols, and daily implementation plan for passes. Passes are made/delivered to each educational space; passes are used regularly	Behavior referrals; anecdotal feedback of staff	HMC; Antwan Harris; Ellen Stewart; Erik Thompson; Karen Waldman; Victoria Krook
Implement tardy process	Administration will refine/adapt tardy process, protocols; presentation of system occurs; process occurs regularly	Behavior referrals; anecdotal feedback of staff	Antwan Harris, Ellen Stewart, Erik Thompson, SMSs, Karen Waldman

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Allocate Resources for .5 FTE Academic Support Staff	Identify at-risk 9th grade students; gather information about identified students; plan interventions; participate in SAT meetings; provide academic, SEL support, and individual check-ins	Office referral; student grades; student attendance	Laurie Christopherson; APs; SMSs; Counselors
Allocate resources for social worker specifically assigned to 9th grade support	Identify at-risk 9th grade students; gather information about identified students; plan interventions; participate in SAT meetings; provide academic, SEL support, and individual check-ins	Office referral; student grades; student attendance	Anthony Turner; APs; SMSs; Counselors
Provide BARR programming for co-hort of 9th grade students	Identify (50-60) 9th grade students who represent the makeup of Park Center; purposeful placement of those students with the "same teachers" in English 9, Science 9, and Language Acquisition classes;	Grades; Attendance; Behavior reports; Observational data will be collected and discussed weekly.	Sean Fogarty, Heather Miller-Cink, Erik Thompson
Provide support group for at-risk Black, male, 9th, and 10th grade students	Identify at-risk 9th and 10th grade Black male students; provide academic, SEL support, and check ins for students	Trimester grades; credit accumulation; office referrals	Antwan Harris; Jarrette Fellows; Anthony Turner; classroom teachers
Incorporate relationship building activities during 1st weeks of school	Implement activities; build positive relationships with students; make regular contact with parents and guardians	Grades; Attendance; Behavior reports; Observational data	All teachers

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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:	**Strengthen existing Parent Engagement Committee**

Family Engagement Continuous Improvement Action Plan			
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:**
Conduct in-person and virtual conferences	Organize conference options; communicate options with families/caregivers	Number of conferences requested; feedback from families and staff	Ellen Stewart; PCSH staff
Continue to provide Parent Engagement Committee; increase membership to include families	Monthly meetings to reflect on practices and what is needed to strengthen parent/family/ community involvement	Regular meetings occur; agenda items, meeting notes and action plan; increased parent involvement	Ellen Stewart: Parent Engagement Committee Members
Continue to provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep as needed/requested by families	CRC staff develop and provide sessions at varying times and dates to meet needs of families	Information session occurs; feedback from families and students	Sara Schreiner; CRC staff; Admin
Continue to provide interpretation and translation service for conferences and school communication	Coordinate with Bilingual Assistants to provide interpreters for in person/virtual meetings and assist with translation of documents to ensure that all families receive information at the same time.	All standard written communication is translated. Interpreters/BLAs are available for family assistance	Victoria Krook; AP's, Administrators, BLA's
Offer Talking Point introduction session for all staff	District Staff will present information session to PCSH	Staff sign in and activity with Talking Points	Kiersten Nicholson; Parvaneh Trobec; PCSH Admin
Provide all day "help sessions for additional Talking Point training and support	All day "help session" will be set up; PCSH staff will be notified of help session	PCHS staff attendance at help sessions; increased use of Talking Points	Erik Thompson; Kiersten Nicholson; EL SDAS

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Site Improvement Team

Name	Position	Name	Position
Dani Parshall Taylor Trapp	Math Teachers	Lakita Davis Janet Freeburg-Lawson Megan Rohwer Laura Williams	English Teachers
Morgan Abboud Jamie Jones	Reading Teachers	Antwan Harris, Ellen Stewart, Erik Thompson	Assistant Principals
Heather Miller-Cink	Principal		

The Principal and Assistant Superintendent will sign the School Improvement Plan to indicate that the school performance goals and action plan have been shared, discussed, and agreed upon.

Principal: _____ Date: _____

Assistant Superintendent: _____Date: _____