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<tbody>
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<td><strong>Reading</strong> All Students</td>
<td>Research, testing and development of possible initiatives</td>
<td>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</td>
<td>Established, with at least 80% applying effectively (observable), in continuous improvement</td>
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</table>
| Basic Goal | Science Curriculum:  
- Science Curriculum Implementation - essential for background knowledge and vocabulary development (SD2)  
- Incorporation of some of the science curriculum into guided reading groups to build background knowledge and support the science curriculum while teaching the reading standards. (SD2) | **Title I Base Camp Field Trip (SD 1,2,3,5):**  
- This is the only weekend field trip parents are required to attend.  
- Students participate in activities such as archery and climbing.  
- Parents/guardians participate in mini-workshops during the safety/instructional phase for each station that the students participate in.  
- The mini-lessons focus on at-home reading strategies, ways to support children with math at home, and fitness strategies for home. | Brain Boosts:  
- Incorporated into learning times to increase heart rate to increase academic growth. (SD 2) (SD5)  
- Park Brook Elementary is a school with a Focus on Fitness initiative designed to increase academic growth based upon research. Increasing fitness and movement is noted for increasing academic growth. |
| Trans. Goal | LETRS Training – Language Essentials for Teachers of Reading and Spelling sponsored by Title I and MDE. (SD 2) | **Increase Phonemic Awareness:**  
- Staff participation in staff development related to phonemic awareness, such as Heggerty Phonemic Awareness Training (SD2)  
- Increase in speech teacher allocation for general education purposes to provide phonemic awareness interventions.(SD 2) | PLT’s focused both on data and more importantly on instructional practices to address learning needs. (SD 4 & 5) |
| **Reading Curriculum Pilot – 5th grade teachers. (SD 2)** | | | |
| All-School Title I (SD 2, 4, 5):  
- Meet with MDE regarding proposal to move from targeted assistance to All-School Title I Services,  
- Park Brook Team Leaders develop plan for increasing services to increase academic growth,  
- Staffing allocations will reflect increased services. | **Title I Base Camp Field Trip (SD 1,2,3,5):**  
- This is the only weekend field trip parents are required to attend. | |
| **Math** All Students | Math Facts:  
- Teachers notice students do not have their math facts memorized and therefore limits their ability to | | |
| Basic Goal | | | |
| Trans. Goal | | | |
| **All Students** Basic Goal | | | |
| Trans. Goal | | | |

*See attached addendum for more detailed information*
**Student Management**

**Evidence of Need:**

Student Behavior: At Park Brook our goal is to engage students in the school to increase fitness and at the same time build community where students belong. The goal is to have students have a sense of belonging in the school to increase positive behaviors.

Engage students in learning during the school day by offering and including woodworking, C-Lab, cross-country skiing and so on, in addition to rich curriculum, to cause students to thrive.

Engage in math talk at higher levels with their classmates.

- Building initiative to increase math fact speed, but not abandoning or moving away from a focus of thinking mathematically. (SD 2)

All-School Title I:

- Meet with MDE regarding proposal to move from targeted assistance to All-School Title I Services,
- Park Brook Team Leaders develop plan for increasing services to increase academic growth,
- Staffing allocations will reflect increased services.

Engage Activities at new to Park Brook are designed to increase academic skills, background knowledge, fitness and provide opportunities to deepen connection to the school community. These activities are new to Park Brook:

- Ukulele (SD 2)
- A group for boys similar to Girls on the Run. This has been a request from parents and students during intentional meetings to gather input from parents. (SD 2)

Social Emotional Learning curriculum implementation, while beginning the school year with Second Step Curriculum to provide support students need. (SD 1)

Engagement Activities that are in the 2nd year of implementation

- Cardio Drumming (SD 2)

Planners for 3rd – 5th grade students with self-monitoring charts for students regarding fitness goals.

Fitness Studio designed for students needing additional movement in order to participate at their optimum level in the classroom. (SD 1, 2 and 5) The Occupational Therapist position at Park Brook Elementary has been increased to accommodate general education students who need interventions.

Increase overall fitness of all Park Brook Students which is a research-proven method to increase positive behaviors and mental health.

Engagement Activities that have moved to the standard work practices at Park Brook Elementary. (SD 2)

- Boot Camp
- Twin Cities 5K
- Choir
- Girls on the Run
- Double Dutch

Counselor (4 ½ days/week) and social worker to provide support to students and families.

Weekend Field Trips to engage students in the school, build community, and increase evidence of need to Park Brook.

*See attached addendum for more detailed information*

**Stronger correlation to math than reading. (SD 1, 4, 5)**

Pre-teaching model for students needing additional support to reach proficiency. (SD 2)

PLT’s focused both on data and more importantly on instructional practices to address learning needs. (SD 4 & 5)

Brain Boosts:

- Incorporated into learning times to increase heart rate to increase academic growth. (SD 2) (SDS)
- Park Brook Elementary is a school with a Focus on Fitness initiative designed to increase academic growth based upon research. Increasing fitness and movement is noted for increasing academic growth. (SD 1, 4, 5)

**Student Management**

**Evidence of Need:**

Student Behavior: At Park Brook our goal is to engage students in the school to increase fitness and at the same time build community where students belong. The goal is to have students have a sense of belonging in the school to increase positive behaviors.

Engage students in learning during the school day by offering and including woodworking, C-Lab, cross-country skiing and so on, in addition to rich curriculum, to cause students to thrive.
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<thead>
<tr>
<th>Listening sessions with small groups of students to hear their perspective on Park Brook Elementary, what is working and what they feel should be included in the school. (SD 1, 5)</th>
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<tr>
<td>Fitness levels which is a research based method to increase positive behaviors (SD 1, 2, 3, 4, 5):</td>
</tr>
<tr>
<td>• Twin Cities 5K,</td>
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<td>• Resilinator,</td>
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<td>• Kidarod,</td>
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<td>• Minne-Loppet and Luminary Loppet</td>
</tr>
</tbody>
</table>

Programs offered at Park Brook that increase academic growth and increase engagement include, but not limited to:

- C-Lab (Creative Lab) offered during recess. During winter months the C-Lab is moved outdoors.
- Woodworking: all students participate in at least one woodworking project each year.
- Cross-country skiing: students in grades 3 – 5 participate cross-country ski lessons in collaboration with The Loppet Foundation.

### Family Engagement

**Baseline Data by Target Group:** Prior to COVID, over 90% of students participated in engagement activities. This percentage dropped by about 20+% during COVID.

**Goal:** At least 90% of students in grades 1 - 5 will participate in at least one engagement activity.

**Goal:** Increase fitness levels

**Baseline Data by Target Group:**

<table>
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<tr>
<th>Evidence of Need: Parents are vital to the school in terms of input and simply being a part of the community.</th>
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<td>As a school we have been intentional in welcoming parents based upon grouping to hear from them, but we are also seeing a need for parents to connect with each other.</td>
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</table>

**Goal:**

Refine programs currently in place to increase family engagement and increase communication regarding

**Intentional times and space for parents to gather and connect based upon language groups. (Advertise via Talking Points to welcome parents in their home language to come and connect, enjoy coffee together, and so on.) (SD3)**

**Evidence of Need:** Parents are vital to the school in terms of input and simply being a part of the community.

**As a school we have been intentional in welcoming parents based upon grouping to hear from them, but we are also seeing a need for parents to connect with each other.**

**Goal:**

Refine programs currently in place to increase family engagement and increase communication regarding

**The following points are currently implemented, however, as a staff it was determined that we need to refine and implement to a higher degree some of the strategies.**

- Increase use of Talking Points to inform parents yet not overwhelm and direct them to the Park Brook Website. (SD1)
- Positive phone calls on the Mickey Phone. While the Mickey Phone has been at Park Brook for a number of years, the need to use it more frequently is essential. (SD1)(SD 3)
- Listening sessions have been implemented at Park Brook. Listening sessions have included: Park Haven Apartments, Listening Sessions for Black Families, listening sessions for Hispanic Families, coffee listening sessions at the beginning and end of the school day, for families with students receiving the Wolf Way

**Parents/guardians are welcome but not required to join their children at the following events: Twin Cities 5K, Resilinator, Kidarod, Minne-Loppet, Luminary Loppet.**

**Park Brook Elementary currently offers the following events for families: Open House, New Family/Kindergarten/Pre-K dinner, All-School BBQ, Winter Funland, Winter Funland, Mile Run (Fall and Spring), choir concert, All-School Sing-along/performance.**

(SD 1, 3, 5)
opportunities to ensure families have received information.

Create space for parents to connect with each other and build relationships with each other.

| Award. Listening Sessions are still at the Implementation Work Initiatives stage as we are attempting to find ways to increase attendance. (SD1)(SD 3) |
| Staff development focused on Indigenous Families to cause the Park Brook Staff to be aware of our own actions to increase academic growth, inclusion, and foster a school that is welcoming to all. (SD 5) |
| Maintain information and increase awareness of the Park Brook Website and Facebook. This is a valuable tool for communication, yet needs to be maintained and awareness raised of the information available. (SD1)(SD 3) |

| Title I Base Camp Field Trip (SD 1, 2, 3, 5): |
| • This is the only weekend field trip parents are required to attend. |
| • Students participate in activities such as archery and climbing. |
| • Parents/guardians participate in mini-workshops during the safety/instructional phase for each station that the students participate in. |
| • The mini-lessons focus on at-home reading strategies, ways to support children with math at home, and fitness strategies for home. |

**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. (SD 1)
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. (SD 2)
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. (SD 3)
4. Create a system of operational innovation, excellence, accountability and sustainability. (SD 4)
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. (SD 5)
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| All Students          | All-School Title I is in the implementation stage, however, there will be work on research, testing and developing future plans. (SD 1, 2, 3, 4, 5) | Science Curriculum:  
- Science Curriculum Implementation - essential for background knowledge and vocabulary development (SD2)  
- Incorporation of some of the science curriculum into guided reading groups to build background knowledge and support the science curriculum while teaching the reading standards. (SD 2)  
Increase Phonemic Awareness:  
- Staff participation in staff development related to phonemic awareness, such as Heggerty Phonemic Awareness Training (SD2)  
- Increase in speech teacher allocation for general education purposes to provide phonemic awareness interventions. (SD)  
All-School Title I (SD 1, 2, 3, 4, 5):  
- Implementation of All-School Title I Program  
- Park Brook Team Leaders review, revise and update plan for increasing services to increase academic growth,  
- Staffing allocations will reflect increased services. | PLT’s focused both on data and more importantly on instructional practices to address learning needs. (SD 4 & 5) |
| Basic Goal            |                          |                                | Brain Boosts :         |
| Trans. Goal           |                          |                                |  
- Incorporated into learning times to increase heart rate to increase academic growth. (SD 2) (SD5)  
- Park Brook Elementary is a school with a Focus on Fitness initiative designed to increase academic growth based upon research. Increasing fitness and movement is noted for increasing academic growth.  
TAG teacher full time at Park Brook full time to provide direct instruction in reading for higher-level guided-reading groups to allow classroom teachers who know students best to provide direct instruction to lower-level guided-reading groups with more intensity. (SD 2 and 5) |
| *No data available at this time* |                          |                                | Title I Base Camp Field Trip (SD 1,2,3,5):  
- This is the only weekend field trip parents are required to attend.  
- Students participate in activities such as archery and climbing.  
- Parents/guardians participate in mini-workshops during the safety/instructional phase for each station that the students participate in.  
- The mini-lessons focus on at-home reading strategies, ways to support children with math at home, and fitness strategies for home. |
## Math

**All Students**

- Basic Goal
- Trans. Goal

* No data available at this time

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### Math Facts:

- Teachers notice students do not know their math facts and therefore limit their ability to engage in math talk at higher levels with their classmates.
- Building initiative to increase math fact speed, but not abandoning or moving away from a focus of thinking mathematically. (SD 2)

### All-School Title I (SD 1, 2, 3, 4, 5):

- Implementation of All-School Title I Program
- Park Brook Team Leaders review, revise and update plan for increasing services to increase academic growth,
- Staffing allocations will reflect increased services.

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### Building-wide initiative, Focus on Fitness, to increase physical fitness which has a direct correlation to math proficiency, with a stronger correlation to math than reading. (SD 1, 4, 5)

- PLT’s focused both on data and more importantly on instructional practices to address learning needs. (SD 4 & 5)

- Pre-teaching model for students needing additional support to reach proficiency. (SD 2)

- Brain Boosts incorporated into learning to increase heart rate to increase academic growth. (SD 2, 5) (Park Brook Elementary is a school with a Focus on Fitness initiative designed to increase academic growth based upon research. Increasing fitness and movement is noted for increasing academic growth.)

### Title I Base Camp Field Trip (SD 1, 2, 3, 5):

- This is the only weekend field trip parents are required to attend.
- Students participate in activities such as archery and climbing.
- Parents/guardians participate in mini-workshops during the safety/instructional phase for each station that the students participate in.
- The mini-lessons focus on at-home reading strategies, ways to support...
| **Student Management**  
|---|---|---|
| **Evidence of Need:**  
| Student Behavior: At Park Brook our goal is to engage students in the school to increase fitness and at the same time build community where students belong. The goal is to have students have a sense of belonging in the school to increase positive behaviors.  
Engage students in learning during the school day by offering and including woodworking, C-Lab, cross-country skiing and so on, in addition to rich curriculum, to cause students to thrive.  
Baseline Data by Target Group:  
Goal: 90% or more of students in grades 1 – 5 will participate in at least one engagement activity.  
Increase overall fitness levels of students. | **Review current state of the Focus on Fitness initiative and behavior trends to determine next steps.**  
Social Emotional Learning curriculum implementation.  
Listening sessions with small groups of students to hear their perspective on Park Brook Elementary, what is working and what is they would like to see included in the school. (SD 1, 3, 5) | **Increase overall fitness of all Park Brook Students which is a research-proven method to increase positive behaviors and mental health. (SD 1, 4, 5)**  
Fitness Studio designed for students needing additional movement in order to participate at their optimum level in the classroom. (SD 1, 2 and 5) |

| **Family Engagement**  
|---|---|---|
| **Evidence of Need:** Parents are vital to the school in terms of input and simply being a part of the community.  
As a school we have been intentional in welcoming parents based upon grouping to hear from them, but we are also seeing a need for parents to connect with each other. | **Review current status and determine adjustments that need to be made to create an inclusive environment at Park Brook Elementary.**  
Intentional times and space for parents to gather and connect based upon language groups. (Advertise via Talking Points to welcome parents in their home language to come and connect, enjoy coffee together, and so on.) (SD 1, 3, 5) | **Listening sessions have been implemented at Park Brook. Listening sessions have included: Park Haven Apartments, Listening Sessions for Black Families, Listening sessions for Hispanic Families, coffee listening sessions at the beginning and end of the school day, for families with students receiving the Wolf Way Award. (SD 1, 2)**  
Title I Base Camp Field Trip (SD 1,2,3,5):  
- This is the only weekend field trip parents are required to attend. |
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<th>Goal: Review current family engagement offerings, which families are involved participating, and determine adjustments that need to be made to create a welcoming environment for all families.</th>
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- Students participate in activities such as archery and climbing.
- Parents/guardians participate in mini-workshops during the safety/instructional phase for each station that the students participate in.
- The mini-lessons focus on at-home reading strategies, ways to support children with math at home, and fitness strategies for home.

**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. (SD 1)
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. (SD 2)
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. (SD 3)
4. Create a system of operational innovation, excellence, accountability and sustainability. (SD 4)
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. (SD 5)
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</table>
| All Students          | Adjusting and assessing missing components with the reading curriculum implementation. (SD 2) | Reading Curriculum Implementation (SD 2) | Science Curriculum:  
  - Science Curriculum Implementation - essential for background knowledge and vocabulary development (SD2)  
  - Incorporation of some of the science curriculum into guided reading groups to build background knowledge and support the science curriculum while teaching the reading standards. (SD 2) |
| Basic Goal            | Align interventions to new reading curriculum. (SD 2) | All-School Title I (SD 1, 2, 3, 4, 5):  
  - Implementation Year 2 of All-School Title I Program  
  - Park Brook Team Leaders review, revise and update plan for increasing services to increase academic growth,  
  - Staffing allocations will reflect increased services. | PLT’s focused both on data and more importantly on instructional practices to address learning needs. (SD 4 & 5) |
| Trans. Goal           | All-School Title I is in the implementation stage, however, there will be work on research, testing and developing future plans. (SD 1, 2, 3, 4, 5) | | Brain Boosts:  
  - Incorporated into learning times to increase heart rate to increase academic growth. (SD 2) (SD5)  
  - Park Brook Elementary is a school with a Focus on Fitness initiative designed to increase academic growth based upon research. Increasing fitness and movement is noted for increasing academic growth. |

* No data available at this time

Elementary/Middle School

Adapted October 22
Teacher, and other staff members trained to provide specific interventions based upon student needs.

**Increase Phonemic Awareness:**
- Staff participation in staff development related to phonemic awareness, such as Heggerty Phonemic Awareness Training (SD2)
- Increase in speech teacher allocation for general education purposes to provide phonemic awareness interventions (SD2)

**Title I Base Camp Field Trip (SD 1, 2, 3, 5):**
- This is the only weekend field trip parents are required to attend.
- Students participate in activities such as archery and climbing.
- Parents/guardians participate in mini-workshops during the safety/instructional phase for each station that the students participate in.
- The mini-lessons focus on at-home reading strategies, ways to support children with math at home, and fitness strategies for home.

**All-School Title I (SD 1, 2, 3, 4, 5):**
- Implementation Year 2 of All-School Title I Program
- Park Brook Team Leaders review, revise and update plan for increasing services to increase academic growth,
- Staffing allocations will reflect increased services

**Building-wide initiative, Focus on Fitness,** to increase physical fitness which has a direct correlation to math proficiency, with a stronger correlation to math than reading. (SD 1, 4, 5)

**Math Facts:**
- Teachers notice students do not know their math facts and therefore limit their ability to engage in math talk at higher levels with their classmates.

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<td>Basic Goal</td>
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* No data available at this time
| Student Management | Review of current engagement offerings as well as areas of needs in the building. | Increase overall fitness of all Park Brook Students which is a research-proven method to increase positive behaviors and mental health. (SD 1, 4, 5) |

Evidence of Need: Students need to be engaged in school, increase physical fitness to increase positive behaviors, and have systems that promote positive behaviors. |

- Building initiative to increase math fact speed, but not abandoning or moving away from a focus of thinking mathematically. (SD 2) PLT’s focused both on data and more importantly on instructional practices to address learning needs. (SD 4 & 5)

- Brain Boosts incorporated into learning to increase heart rate to increase academic growth. (SD 2) (SDS) (Park Brook Elementary is a school with a Focus on Fitness initiative designed to increase academic growth based upon research. Increasing fitness and movement is noted for increasing academic growth.)

- Pre-teaching model for students needing additional support to reach proficiency. (SD 2)

Title I Base Camp Field Trip (SD 1, 2, 3, 5):
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<td><strong>Baseline Data by Target Group:</strong></td>
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<td><strong>Evidence of Need:</strong> Parents are vital to the school in terms of input and simply being a part of the community. As a school we have been intentional in welcoming parents based upon grouping to hear from them, but we are also seeing a need for parents to connect with each other.</td>
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| **Review of current opportunities for families and determine adjustments that need to be made to create an inclusive environment for all families. (SD 3)** |
| **Intentional times and space for parents to gather and connect based upon language groups. (Advertise via Talking Points to welcome parents in their home language to come and connect, enjoy coffee together, and so on.) (SD 1,3,5)** |
| **Listening sessions have been implemented at Park Brook. Listening sessions have included: Park Haven Apartments, Listening Sessions for Black Families, Listening sessions for Hispanic Families, coffee listening sessions at the beginning and end of the school day, for families with students receiving the Wolf Way Award. (SD 1)(SD 2)** |

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The mini-lessons focus on at-home reading strategies, ways to support children with math at home, and fitness strategies for home. Mini-lessons will be adjusted and updated each year.

**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. (SD 1)
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. (SD 2)
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