

**Mission: Shakopee Schools, in partnership with our community, will educate lifelong learners to succeed in a diverse world.**



## Strategic Directions

Education Forward

District of Excellence



## Jackson Elementary School Improvement Plan 2016-17

Building Goals (single or multi-year)	Strategic Direction Alignment	<a href="#">Strategies to accomplish (click here for a detailed Action Planning Template)</a>	Plan for tracking progress against the goal & strategy during the school year?
1. Current Reality: In 2015-2016 our achievement gap between our white and our hispanic students was -34% in math MCA scores. Goal: In 2016-2017 our goal is to reduce the achievement gap between our white and hispanic students in math MCA scores by 10%, down to -24% (Level 3)	X04	*Co-teaching *Steven Dunn (engagement and gradual release) training and implementation *Collaboration with ELL teachers in PLCS *PLC-focus on aligning assessments to standards. Quarterly positive communication with Hisp. families	
2. Current Reality: In 2015-2016 our achievement gap between our white and our hispanic students was -20.3% in reading MCA scores. Goal: In 2016-2017 our goal is to reduce the achievement gap between our white and hispanic students in reading MCA scores by 11%, down to -9.3% (Level 5 Vision)	X05	*Co-teaching *Steven Dunn (engagement and gradual release) training and implementation *Collaboration with ELL teachers in PLCS *PLC-focus on aligning assessments to standards. Quarterly positive communication with Hisp. families	
3. Current Reality: In 2015-2016 our school wide Math MCA proficiency was 80.3% compiled from: 3rd grade 89.9%, 4th grade 77.9%, 5th grade 73% Goal: In 2016-2017 improve our MCA math proficiency to 85% (17% higher than the state average)	EF03	ENCORE Steven Dunn PLC-focus on question #2...formative assessments	
4. Current Reality: 2015-2016 our school wide Reading MCA proficiency was 72.6% compiled from: 3rd grade 68%, 4th grade 69.1%, 5th grade 80.8% Goal: In 2016-2017 improve our MCA Reading Proficiency to 85% (23% points higher than the state average.)	EF04	ENCORE Steven Dunn PLC-focus on question #2...formative assessments	

## Action Plan 2016-17

**School:** Jackson Elementary

**Action Plan for:** PLC

**Related Student Achievement Goal(s):**

1. In 2016-2017 our goal is to reduce the achievement gap between our white and hispanic students in math MCA scores by 10%, down to -24% (level 3)
2. In 2016-2017 our goal is to reduce the achievement gap between our white and hispanic students in reading MCA scores by 11%, down to -9.3% (level 5)
3. In 2016-2017 improve our MCA math proficiency to 85% (17% higher than state average)
4. In 2016-2017 improve our MCA reading proficiency to 85% (23% higher than the state average)

**Related Staff Development Goal(s)/Need(s):**

1. Grade level and department PLC's will discuss and implement new grading practices. (8 Fixes)
2. Grade levels and department PLC's will revisit question #2 and develop common formative assessments for all reading standards.
3. Leadership team will use monthly PD to communicate to their teams different strategies for engagement and gradual release.

Strategy/Activity	Timeline	Persons Responsible	Success Measure(s) - Did it work, not work? How do you know?
Refresher of the "8 Fixes" for grading	8/15/16	Doug	Fix 1: Don't include student behaviors (effort, participation, adherence to class rules, etc) in grades; include only achievement Fix 2: Don't reduce marks on "work" submitted late; provide support for the learner Fix 3: Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement Fix 4: Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement Fix 5: Don't consider attendance in grade determination; report absences separately Fix 6: Don't include group scores in grades; use only individual achievement evidence s Fix 9: Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards Fix 7: Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goal
Design in Five book review with leadership team	Aug-May	Doug and Heather	Greater implimentation of of common formative assessments
PD conversation with PLC leaders	monthly	Heather	A profession development plan for our leadership team

## Action Plan 2016-17

**School: Jackson Elementary**

**Action Plan for: Steven Dunn**

<b>Related Student Achievement Goal(s):</b>	1. Goal: In 2016-2017, our goal is to reduce the achievement gap between our white and hispanic students in reading MCA scores by 11%, down to 9.3% (Level 5 Vision).
	2. Goal: In 2016-2017 improve our MCA reading proficiency to 85% (23% higher than the state average).

<b>Related Staff Development Goal(s)/Need(s):</b>	1. K-3 Classrooms: Classroom environment (classroom layout), student engagement, writer's workshop, and non-fiction research (matrix)
	2.
	3.

Strategy/Activity	Timeline	Persons Responsible	Success Measure(s) - Did it work, not work? How do you know?
Building Lab Classrooms (Kindergarten)	Quarterly check-in meetings (1st one - Thursday, August 11); Ongoing teacher observations (per teacher requests)	Balk, Rutter, Masloski	*Number of people that visit throughout the year. *Lab Classroom teachers will share failures and successes with new learning and implementation (quarterly).
Building Lab Classrooms (1st Grade)	In-house trainings (August 1st, Week of September 19, Week of November 14th, Week of January 30th, Week of April 10th); Frequent coaching cycles	Balk, McGuire, Amfelt, Nika Summer	*Number of people that visit throughout the year. *Lab Classroom teachers will share failures and successes with new learning and implementation (quarterly).
Building Lab Classrooms (3rd Grade)	Steve-Dunn Trainings (Week of September 26th, Week of November 7th, Week of April 3rd); Frequent coaching cycles	Balk, Otting, Hartman, Nika Summer	*Number of people that visit throughout the year. *Lab Classroom teachers will share failures and successes with new learning and implementation (quarterly).
K, 1, 3 - Non-fiction reading and writing process	2 matrices per month	Balk, Rutter, Masloski, McGuire, Amfelt, Otting, Hartman	*PLC conversations and assess writing samples for non-fiction writing (using district-created rubrics -- informational writing).
Writer's Workshop (K-3)	Daily	Balk, Rutter, Masloski, McGuire, Amfelt, Otting, Hartman	*PLC conversations and assess writing samples for non-fiction writing (using district-created rubrics -- narrative and opinion writing)
2nd Grade PLCs	Bi-Monthly	Balk, 2nd Grade Team	*Heather will continuously check-in with second grade teachers to help them with Steven Dunn implementation.
Admin. observations/coaching session with Steve Dunn	Quarterly check-in meetings (1st one - Thursday, August 11); Ongoing teacher observations (per teacher requests)	Balk, Schleif, Orchard	Administration using Steve Dunn strategies in Walk throughs
Jackson certified staff being coached	Sept-May	Balk	75% of the teaching staff wanting to be coached

Action Plan 2016-2017				
School: JACKSON				
Action Plan for: ENVoY/PBIS				
Related Student Achievement Goal(s):	1.	Goal: In 2016-2017 our goal is to reduce the achievement gap between our white and hispanic students in math MCA scores by 10%, down to -24% (Level 3- Baseline).		
	2.	Goal: In 2016-2017 our goal is to reduce the achievement gap between our white and hispanic students in reading MCA scores by 11%, down to -9.3% (Level 5-Vision)		
	3.	Goal: In 2016-2017 our goal is to improve our MCA math proficiency to 85% proficiency 17% higher than the state average.		
	4.	Goal: In 2016-2017 our goal is to improve our MCA reading proficiency to 85% which is 23% higher than the state average.		
Related Staff Development Goal(s)/Need(s):	1.	Work towards becoming a certified ENVoY school		
	2.	Enhance Proactive PBIS with curriculum matrix, 30 Minute Thursday, Peaceful Bus, and continual positive student engagement.		
	3.			
Strategy/Activity	Timeline	Persons Responsible	Success Measure(s) - Did it work, not work? How do you know?	
ENVoY coaches work with new teaching staff	8/11/2016 @7:30am	Erin and Barbi	Evidence of seven gems with new teachers' instruction	
ENVoY refresher for all staff	8/15/16	Erin and Barbi	Participants sign up for coaching	
PBIS refresher for all staff	8/15/16	Pete	Quarterly data reports presented to staff.	
New teachers visit EnVoY coaches' classes to observe EnVoY in action	Week of 9/6 and 9/13	All certified teachers ENVoY Coaches develop schedule	Schedule is filled. Teachers are in other teachers classrooms	
EnVoY coaches present to PTO	10/17/16, 1/17/17, 3/20/17	Erin and Barbi	PTO would work EnVoY into their regular yearly budget	
All staff site visit to an EnVoY demonstration school	10/19/16 in the morning	All certified teachers ENVoY Coaches develop schedule	Evidence of implementation during coaching sessions, positive feedback from debrief session on 10/25	
Coaching of staff	11/2/16, 11/3/16	Erin, Barbi	full schedules...positive feedback	
EnVoY all staff development refresher	11/22/16 @7:30am	Erin, Barbi	Participants sign up for coaching, evidence of implementation within their own classroom.	
EnVoY all staff development refresher	1/10/17 @7:30am	Erin, Barbi	Participants sign up for coaching, evidence of implementation within their own classroom.	
Coaching of staff	2/15/17, 2/16/17	Erin, Barbi	full schedules...positive feedback	
Outside staff comes in to certify teachers (1st certification day)	2/28/2017	ENVoY certifiers	full schedules...positive feedback	
2nd certification day	possibly end of April	ENVoY certifiers	full schedules...positive feedback	