

| STAFF DEVELOPMENT GOALS TO IMPACT STUDENT ACHIEVEMENT | 1) Collaborate through PLCs to implement a district defined curriculum that is engaging, connected to standards, and designed with best practice in mind | 2) Implement best practice Strategies through Gradual Release of Responsibility and Effective Engagement | 3) Utilize Evidence based methods to assess student learning and provide appropriate interventions for students |
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| BUILDING | BUILDING STUDENT ACHIEVEMENT GOAL: | STUDENT IMPACT | TEACHER IMPACT |
| Eagle Creek | The percent of students in each subgroup who meet or exceed proficiency on the MCA Reading and Math will increase to a minimum of 45% for math and 50% for reading while maintaining or raising the proficiency of the majority group. | Coaching with lab teachers. Increased overall number of students passing MCA tests. Student were engaged with turning and talking with their peers to explain their thinking. MCA test specs/high leverage focus/align instruction with standards (pretest units, see where the need is for focused teaching according to scores and high leverage, teach to those skills through background building new learning) | Coaching with lab teachers. Reference to the high leverage assessment charts for language arts and math. Standards based grading for K, 1, and 2. Continue to build relationships - Teaching with Poverty in Mind, student engagement, character education and Love and Logic. Equity work in the (innocent) classroom. Instructional Strategies focus: Guided Reading, Writing, Math, gradual release, coaching, lab classrooms |
| Eagle Creek | 90% of students will show proficiency on 2 of the essential skills in math as measured by grade level common assessments. | Increased overall number of students passing MCA tests. Student were engaged with turning and talking with their peers to explain their thinking. | AVMR training for intervention teachers. All Kindergarten teachers and IC received AVMR training. District design in 5 process with math and PLC's. All staff were introduced to the workshop model. |
| Eagle Creek | 90% of students will show proficiency on 2 of the essential skills in reading as measured by grade level common assessments. | Increased overall number of students passing MCA tests. Student were engaged with turning and talking with their peers to explain their thinking. | Training on diagnostic assessment and instructional focus based on information from the DRA. All staff were introduced to the workshop model. |
| Jackson | 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) | increased overall number of students passing MCA tests. Student were engaged with turning and talking with their peers to explain their thinking. | AVMR training for intervention teachers. |
| Jackson | 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) | increased overall number of students passing MCA tests. Student were engaged with turning and talking with their peers to explain their thinking. | Professional development on student engagement. Teachers used the high leverage assessments, MAP, standards based grading for K, 1, and 2. |
| Jackson | In 2016-2017 improve our MCA math proficiency to 85% (17% higher than state average) | increased overall number of students passing MCA tests. Student were engaged with turning and talking with their peers to explain their thinking. | District design and 5 process with a math and PLC's. |
| Jackson | In 2016-2017 improve our MCA reading proficiency to 85% (23% higher than the state average) | increased overall number of students passing MCA tests. Student were engaged with turning and talking with their peers to explain their thinking. | Teachers focused on targeted reading groups. |
| Red Oak | Increase the percentage of students meeting MCA reading standards to be at least 10 points above the state average | The number of students who received reading intervention increased, therefore, more students met or exceeded expectations. Teachers were trained in the nonfiction reading process, which helped students in their reading comprehension of nonfiction. | Intervention teachers were assigned to a grade level, therefore, they were able to see more students each day. Teachers felt successful as more students exited intervention. |
| Red Oak | Increase the percentage of students meeting MCA math standards to be at least 4 points above the state average | The number of students who received math intervention increased, therefore, more students met or exceeded expectations. Kindergarten and intervention teachers were trained in AddVantage Math Recovery. Many teachers adopted the Guided Math model for instruction, therefore, more students were getting their needs met. | Intervention teachers were assigned to a grade level, therefore, they were able to see more students each day. Teachers felt successful as more students exited math intervention. Guided Math was successful for differentiating based on students' needs. |
| Red Oak | Decrease the achievement gap by 5+ points in both reading and math | All staff were trained in the Think Aloud portion of the Gradual Release of Responsibility framework. This leveled the playing field for students, as they were being taught how to think and problem-solve in both reading and math. All staff also worked on making sure all students were engaged, therefore, more learning occurred overall and students were more excited about their learning. | All staff were trained in the Think Aloud portion of the Gradual Release of Responsibility framework. This helped teachers teach thinking strategies instead of memorization of facts. All staff were also trained on engagement. This leveled the playing field for those disadvantaged students and teachers were able to engage more students in learning overall. |
| Sun Path | <i>We will improve our MCA reading proficiency so that we are at least 15 % above the state for the 2017 Spring Reading MCA.</i> | Students showed excitement for learning. They were invested in the content and was eager to work towards independence. | PD on engagement. |
| Sun Path | <i>We will improve our MCA math proficiency so that we are at least 15% above the state for the 2017 Spring Math MCA.</i> | Assessments were used to drive instruction and meet the kids where they are at academically, rather than chronological. | AVMR training, engagement strategies in content areas. Vertical teaming PLCs to align our vocabulary and critically look at our instructional strategies. |

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| Sun Path | <i>Our goal is to increase proficiency by 5% for each Hispanic, Black and Asian student groups on the 2017 Spring Math & Reading MCA</i> | Student Engagement, more time to verbalize to gain a better understanding of what they are learning. | PD surrounding equity (district and building), Coteaching |
| Sweeney | Reading: By the Spring of 2019, MCA reading proficiency as measured by all students will increase from 66% proficient to 72% proficient or 10% above the state, whichever is higher | Students participated in a variety of engagement strategies to show teachers what they know/don't know as well as process information. | Professional Development in writing workshop, setting up classroom environment, engagement, and PLC's. In addition, intervention teachers were assigned to a grade level, therefore, they were able to see more students each day. Teachers also grouped students based on math skill and need. |
| Sweeney | Math: By the Spring of 2019, MCA math proficiency as measured by all students will increase from 63% proficient to 77% proficient or 10% above the state, whichever is higher. | Differentiation. Students worked with a variety of teachers based on their need to allow them to get what they needed. | Design in 5 working on math, PLC's, AVMR training for intervention, kindergarten and IC. Teachers also grouped students based on math skill and need. |
| Sweeney | Math: MCA math growth for the LEP group will increase from 40.4% meeting or exceeding to 50% meeting or exceeding. | Differentiation. Students worked with a variety of teachers based on their need to allow them to get what they needed. | Design in 5 working on math, PLC's, AVMR training for intervention, kindergarten and IC. |
| Sweeney | Reading: MCA reading growth for the LEP group will increase from 22% meeting or exceeding to 30% meeting or exceeding. | Students participated in a variety of engagement strategies to show teachers what they know/don't know as well as process information. | Professional Development in writing workshop, setting up classroom environment, engagement, and PLC's. In addition, intervention teachers were assigned to a grade level, therefore, they were able to see more students each day. |
| Central Family Center | Math: we will increase our overall math proficiency rates to 90%. | Students participated in a variety of engagement strategies and assessment opportunities to demonstrate their knowledge and skill acquisition, work sampling, skills checklists | PLCs, AVMR training |
| Central Family Center | Literacy: We will increase our overall literacy proficiency rates to 77%. | Students participated in a variety of engagement strategies and assessment opportunities to demonstrate their knowledge and skill acquisition, work sampling, skills checklists | Instructional coaches to focus on literacy strategies, PLCs |
| Central Family Center | Social: We will increase our overall social skills proficiency rates to 90%. | Students participated in a variety of engagement strategies and assessment opportunities to demonstrate their knowledge and skill acquisition, work sampling, skills checklists | Implemented Pyramid Model, peer coaching for social skills, Incredible Flexible You |
| Pearson | Reading (2016 5th Graders: 76.3% vs. 68.5% proficient for the state) Students will be proficient on the Reading MCA III at a rate of 15% above the state. | Students scored above the state on the 2017 Reading MCA (12.3% above state); continued student engagement strategies such as Turn & Talk | Building PD focused on formative assessment cycle and feedback, PD focused on PLC protocols and sharing formative data; ongoing literacy strategy training for ELA |
| Pearson | Math (2016 5th Graders: 64.4% vs. 59.9% proficient for state) Students will be proficient on the Math MCA III at a rate of 10% above the state. | Students scored above the state on Math MCA (6.7% above); continued student engagement strategies such as Turn & Talk | Building PD focused on formative assessment cycle and feedback, PD focused on PLC protocols and sharing formative data |
| Pearson | Reduce the Achievement Gap between our building proficiency rates and sub groups. Reduce gap by 20% of the prior year's gap per group. | increased overall number of students who were proficient on the Reading MCA (75.8% of 6th graders passed in 2016; 77% passed in 2017); continued student engagement strategies such as Turn & Talk | Building PD focused on formative assessment cycle and feedback, PD focused on PLC protocols and sharing formative data; ongoing literacy strategy training for ELA; Equity team presentation |
| East Junior High | Maintain a 97.5% on track to graduation rate for our 9th grade students | continued improvement in student attendance as well as engagement in classes | Building PD focused on differentiation/accommodation and equity to reach struggling students |
| East Junior High | Reduce the overall achievement gap in MCA Reading by 5% compared to 2016 results while increasing achievement for all students | increased overall number of students passing MCA tests | higher implementation of reading strategies, increased number of staff working with instructional coach, clear focus on individual goals, more focused PD on building themes (planning, differentiation, student accommodation, equity and technology) |
| East Junior High | Reduce the overall achievement gap in MCA Math by 5% compared to 2016 results while increasing achievement for all students | increased overall number of students passing MCA tests | higher implementation of strong instructional strategies, increased number of staff working with instructional coach, clear focus on individual goals, more focused PD on building themes (planning, differentiation, student accommodation, equity and technology) |

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| West Junior High | Reduce the overall achievement gap in MCA Math by 5% compared to the 2016 results, while increasing achievement for all students. | increased overall number of students passing MCA tests | Innovative Learning Teams developed individualized plans in one of the four areas: Authentic Learning Culture/Relationships Strategy-based Instruction Digital Learning Teachers researched, developed, and collected data to determine growth |
| West Junior High | Reduce the overall achievement gap in MCA Reading by 5% compared to the 2016 results, while increasing achievement for all students. | increased overall number of students passing MCA tests | PD and lab classroom training on reading and writing strategies throughout 7, 8, 9th grade ELA PLCs "Innovative Learning Teams developed individualized plans in one of the four areas: Authentic Learning Culture/Relationships Strategy-based Instruction Digital Learning Teachers researched, developed, and collected data to determine growth" |
| West Junior High | Reduce the overall achievement gap in MCA Science by 5% compared to the 2016 results, while increasing achievement for all students. | increased overall number of students passing MCA tests | Innovative Learning Teams developed individualized plans in one of the four areas: Authentic Learning Culture/Relationships Strategy-based Instruction Digital Learning Teachers researched, developed, and collected data to determine growth |
| High School | Increase student MCA scores by 5% in Reading, Math and Science. | Math proficiency went down 9.1%, Reading proficiency went down 0.8%, Science proficiency went up 1.4% | teachers gave Standardized Test Questions to students at least once a week in the two months leading up to the tests |
| High School | Reduce the overall achievement gap in MCA Reading by 5% compared to the 2016 results, while increasing achievement for all students. | Achievement gap increased by 2.34% | Continued work on Literacy strategies and engagement strategies |
| High School | Reduce the overall achievement gap in MCA Math by 5% compared to the 2016 results, while increasing achievement for all students. | Achievement gap decreased by 12.15% | Continued work on engagement strategies |
| Tokata Learning Center | Increase the percentage of courses completed with a passing grade each quarter to 80%. | Course passing percentage averaged 71% throughout the year. The implementation of self-paced learning model and partial credits in addition to a major school tragedy had an impact on our efforts. | Continued development of a personalized, self-paced learning model. Research and design of daily intervention periods for both social/emotional and academic support Research and design on Restorative Justice practices and trauma informed learning practices Continued focus on positive school culture |