

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
Building	BUILDING Student Achievement GOAL:	STUDENT IMPACT	TEACHER IMPACT
Eagle Creek	Current Reality: 2016-2017 our school wide Reading MCA proficiency was 62.8% compiled from: 3rd grade 65.7%, 4th grade 55.6%, 5th grade 68.6% State 61.2% Goal: In 2017-2018 improve our MCA Reading Proficiency in each grade level by 5%	grade 3 - 60.4%, grade 4 - 62.2%, grade 5 - 66.4%, for an average of 63%	Instructional coaching using the nonfiction reading process focused in grades 3,4 and 5. There was a focus on guided reading implementation in grades 3,4 and 5. Implementing SD manuals K-3 for writing. Implement and support grade 3, 4 and 5 lab classrooms on a daily basis for writing. Gradual Release - Think Aloud. 2 week coaching cycles. Support PLC's with planning and looking at writing samples. Small group reading & writing. Use current data to drive small group instruction. Lessons are based on high leverage objectives. Student engagement strategies are used in classrooms. Effectively implement the PLC process.
Eagle Creek	Current Reality: In 2016-2017 our school wide Math MCA proficiency was 62.3% compiled from: 3rd grade 71.6%, 4th grade 62.7%, 5th grade 50.8% State 65.1% Goal: In 2017-2018 improve our MCA math proficiency in each grade level by 5%	grade 3 - 71.3%, grade 4 - 57.7%, and grade 5 - 41% for an average of 56.66%	Guided math was implemented. Use current data to drive small group instruction. Lessons are based on high leverage objectives. Gradual Release - Think Aloud. 2 week coaching cycles. Student engagement strategies are used in classrooms. Effectively implement the PLC process
Jackson	Current Reality: In 2016-2017 our achievement gap between our white and our hispanic students was 32.8% in math MCA scores. Goal: In 2017-2018 our goal is to reduce the achievement gap between our white and hispanic students in mah MCA scores by 10%, down to 22.8%	Math Scores: 3rd - 83.2% 4th - 69% 5th - 74.9%	PD around using academic language for all students. Staff development related to choosing appropriate interventions, gathering baseline data, progress monitoring, and determining if an intervention is successful. In-class modeling of intervention strategies. Check-ins with staff doing interventions (fidelity checks, ongoing support). PLC data meetings.
Jackson	Current Reality: In 2016-2017 our achievement gap between our white and our hispanic students was 20.9% in reading MCA scores. Goal: In 2017-2018 our goal is to reduce the achievement gap between our white and hispanic students in reading MCA scores by 10%, down to -10.9%	Reading Scores 3rd - 63.3% 4th - 66.4% 5th - 72.5%	PD around using academic language for all students. Staff development related to choosing appropriate interventions, gathering baseline data, progress monitoring, and determining if an intervention is successful. In-class modeling of intervention strategies. Check-ins with staff doing interventions (fidelity checks, ongoing support). PLC data meetings. Conducted two week coaching cycles with staff around strategy work during core reading and writing lessons. Support PLC's for planning and scope and sequence with reading and writing.
Jackson	Current Reality: In 2016-2017our school wide Math MCA proficiency was 75.3% compiled from: 3rd grade 74.2%, 4th grade 81.2%, 5th grade 71.1% Goal: In 2017-2018 improve our MCA math proficiency to 85%	Math Scores: 3rd - 83.2% 4th - 69% 5th - 74.9%	PD around using academic language for all students. Staff development related to choosing appropriate interventions, gathering baseline data, progress monitoring, and determining if an intervention is successful. In-class modeling of intervention strategies. Check-ins with staff doing interventions (fidelity checks, ongoing support). PLC data meetings.
Jackson	Current Reality: 2016-2017 our school wide Reading MCA proficiency was 70.2% compiled from: 3rd grade 62.7%, 4th grade 68.4%, 5th grade 80.0% Goal: In 2017-2018 improve ur MCA Reading Proficiency to 85%	Reading Scores: 3rd - 63.3% 4th - 66.4% 5th - 72.5%	PD around using academic language for all students. Staff development related to choosing appropriate interventions, gathering baseline data, progress monitoring, and determining if an intervention is successful. In-class modeling of intervention strategies. Check-ins with staff doing interventions (fidelity checks, ongoing support). PLC data meetings. Conducted two week coaching cycles with staff around strategy work during core reading and writing lessons. Support PLC's for planning and scope and sequence with reading and writing. Implementation of Steve Dunn manuals for grade K-5.
Red Oak	Increase the percentage of students demonstrating proficiency on MCA Reading to be 10+ points above the state average across all grades.	3rd - 75% (+13) 4th - 69% (+10) 5th - 72% (+3)	Building PD was focused on reading standards and rigor as well as instructional strategies in the area of reading.

Red Oak	<u>Reduce the overall achievement gap in MCA Reading by 5 plus percentage points compared to 2016 Results.</u>	3rd - 75% (+13) 4th - 69% (+10) 5th - 72% (+3)	Building PD was focused on reading standards and rigor as well as instructional strategies in the area of reading.
Red Oak	Increase the percentage of students demonstrating proficiency on MCA Math to be 4+ points above the state average across all grades.	3rd - 77% (-3) 4th - 75% (+7) 5th - 53% (No Change)	District PD provided learning sessions for teachers to sign up for areas of need
Red Oak	<u>Reduce the overall achievement gap in MCA Math by 5 plus percentage points compared to previous year's results.</u>	3rd - 77% (-3) 4th - 75% (+7) 5th - 53% (No Change)	District PD provided learning sessions for teachers to sign up for areas of need
Sun Path	Goal: In 2017--2018 we will increase the number of students proficient on the Reading MCA from 77.3% to 80% by targeting students not projected to be proficient on the MCA using MAP data.	3rd: 53.8% 4th: 71.8% 5th: 77.6% Average: 67.7%	Building PD was focused on building academic language through learning targets, engagement, and activities. Teachers developed more focused learning targets that incorporated academic language by breaking down the standards by skills and concepts students needed to be successful.
Sun Path	GOAL: In 2017--2018 we will increase the number of students proficient on the MCA math from 73.4% to 80% by targeting students not projected to be proficient on the MCA using MAP data.	3rd: 82.4% 4th: 80.6% 5th: 73.6% Average: 78.9%	Building PD was focused on building academic language through learning targets, engagement, and activities. Teachers developed more focused learning targets that incorporated academic language by breaking down the standards by skills and concepts students needed to be successful.
Sweeney	By the spring of 2019, MCA math proficiency as measured by all students will increase from 63% to 77% proficient or 10% above the state average, whichever is higher.	3rd 74% proficient 4th 59% proficient 5th 48% proficient	-PLC time to discuss reading strategies and data.
Sweeney	By the spring of 2019, MCA reading proficiency as measured by all students will increase from 66% to 72% proficient or 10% above the state average, whichever is higher.	3rd 61% proficient 4th 49% proficient 5th 62% proficient	-Implementation of Steve Dunn writing manuals for K-3. -Building PD focused on the gradual release, in particular think aloud, as well as engagement through purposeful turn and talks. PLC time to discuss reading strategies and data.
Central Family Center			
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Pearson	Current Reality: 2017 Math MCA proficiency was 63.3% (6.7% over state average of 56.6%). Goal: Improve MCA Math proficiency to 10% over the state average on spring of 2018 assessment. (5th grade 2017 state proficiency was at 58.2%, Shakopee was 61.4%)	According to the MN Department of Education, 68% of Pearson 6th graders were proficient on the MCA-III in 2018. Statewide, 54.1% of 6th graders were proficient on the MCA-III. Based on this data, Pearson 6th graders were 13.9% above the state. Pearson's goal of being 10% above the state was exceeded in the 2017-2018 school year.	secondary PD focused on planning, managing time, managing space, and engaging students within a class period; building PD focused on motivating middle school learners; daily interdisciplinary team meetings to foster student success
Pearson	Current Reality: 2017 Reading MCA proficiency was 76.7% (12.4% over state average of 64.3%). Goal: Improve MCA Reading proficiency to 15% over the state average on spring of 2018 assessment. (5th grade 2017 state proficiency was 68.3%, Shakopee was 73.9%)	According to the MN Department of Education, 77% of Pearson 6th graders were proficient on the MCA-II in 2018. Statewide, 65% of 6th graders were proficient on the MCA-III. Based on this data, Pearson 6th graders were 12% above the state. Although Pearson 6th graders were 12% above the state on the Reading MCA, the goal of being 15% above was not met.	instructional coaching focused on non-fiction reading strategies throughout various content areas; instructional coaching of multiple reading/language arts teachers; secondary PD focused on planning, managing time, managing space, and engaging students within a class period; building PD focused on motivating middle school learners; daily interdisciplinary team meetings to foster student success
Pearson	Current Reality: For 2017, the three subgroups with the largest achievement gap for math were: Sped 36%, EL 14%, Hispanic 29.8% . Goal: In 2017-2018 our goal is to reduce the achievement gap by increasing the percent of students scoring proficient by 10% in each of the three underperforming subgroups.	According to the MN Department of Education, 28.6%	secondary PD focused on planning, managing time, managing space, and engaging students within a class period; building PD focused on motivating middle school learners
Pearson	Current Reality: For 2017, the three subgroups with the largest achievement gap for reading were: Sped 44%, EL 20%, American Indian 40% . Goal: In 2017-2018 our goal is to reduce the achievement gap by increasing the percent of students scoring proficient by 10% in each of the three underperforming subgroups.	According to the MN Department of Education, 38.7% of SpEd students at Pearson were proficient on the MCA-III in reading (36/93) and 9.5% of EL students at Pearson (4/42) were proficient. The data for American Indian students was unavailable; numbers were too small to report. The achievement gap goal was not met.	instructional coaching focused on non-fiction reading strategies throughout various content areas; instructional coaching of multiple reading/language arts teachers; secondary PD focused on planning, managing time, managing space, and engaging students within a class period; building PD focused on motivating middle school learners; daily interdisciplinary team meetings to foster student success
East Junior High	95% of 9th graders will finish the year on track to graduate		

East Junior High	EJH will raise cohort-based MCA scores by 2% over 16-17 while moving to 5% above State	7th grade math dropped to 54.6% (5.7% decrease from last year), 8th grade math dropped from 60.2% to 57.4% (2.8% below 16-17)	Most of the math teachers who went through coaching focused on either creating an authentic learning experience, student engagement or clear, visible thinking (Think Aloud). Building and District PD supported the creation of an Authentic Learning experience and the many components that entails.
East Junior High	MCA Reading will increase from 6.2% above state to 8.2% above state and the Hispanic gap will decrease from 41.1% to 36.1%	7th grade reading dropped from 69% to 64.4% (down 4.6%). 8th grade went up 1.5% (from 61.7% to 63.2)	Two newer ELA teachers focused on Student Engagement during their coaching, a couple others honed their skills on implementing Workshop Model. Building and District PD supported the creation of an Authentic Learning experience. Some teachers also received district training on Workshop implementation.
West Junior High	In 2016-2017 our school Math MCA proficiency was 7th grade 66%, 8th grade 62%. Goal: In 2017-2018 we will improve our MCA math proficiency to 7th grade 71%, 8th grade 67%.	7th grade- 60.8% proficient (5.2 percentage points below last year and 10.2 percentage points below our goal for this year). 8th grade- 60.4% proficient (1.6 percentage points below last year and 6.6 percent below our goal)	1- 7th grade math teacher went through a coaching cycle with the instructional coach this year. Math teachers received time to create a plan for MCA prep prior to the test, professional development was provided throughout the year around student engagement, chunking class time, and assessment.
West Junior High	Current Reality: In 2016-2017 our majority population's Math MCA proficiency was 68%. The three subgroups with the largest achievement gap were: Hispanic 35%, Black 53%, 2 or more 55%. Goal: In 2017-2018 our goal is to reduce the achievement gap by increasing the percent of students scoring proficient by 10% in each of the three underperforming subgroups.	Hispanic 30% (down 5% from the previous year), Black 42.6% (down 10% from previous year), 2 or more 53.7% (down 1% from previous year)	1- 7th grade math teacher went through a coaching cycle with the instructional coach this year. Math teachers received time to create a plan for MCA prep prior to the test, professional development was provided throughout the year around student engagement, chunking class time, and assessment.
West Junior High	Current Reality: In 2016-2017 our school Reading MCA proficiency was 7th grade 64%, 8th grade 57%. Goal: In 2017-2018 we will improve our MCA Reading proficiency to 7th grade 69%, 8th grade 62%.	7th grade- 62.5% proficient (1.5 percentage points below last year and 6.5 percentage points below our goal for this year). 8th grade- 61.6% proficient (4.6 percentage points above last year, but 0.4 percent below our goal)	10 teachers went through cycles with the instructional coach specifically around non-fiction reading strategies. The entire staff received training on marking text and summarizing during staff meetings throughout the year, English teachers received time to create a plan for MCA prep prior to the test, professional development was provided throughout the year around student engagement, chunking class time, and assessment.
West Junior High	Current Reality: In 2016-2017 our majority population's Reading MCA proficiency was 66%. The three subgroups with the largest achievement gap were: Hispanic 31%, American Indian 50%, 2 or more 51%. Goal: In 2017-2018 our goal is to reduce the achievement gap by increasing the percent of students scoring proficient by 10% in each of the three underperforming subgroups.	Hispanic 30% (down 1% from previous year), American Indian (Too small of a population to report), 2 or more 54% (up 3% from previous year)	10 teachers went through cycles with the instructional coach specifically around non-fiction reading strategies. The entire staff received training on marking text and summarizing during staff meetings throughout the year, English teachers received time to create a plan for MCA prep prior to the test, professional development was provided throughout the year around student engagement, chunking class time, and assessment.
West Junior High	Current Reality: In 2016-2017 our school Science MCA proficiency was 8th grade 47.5%. Goal: In 2017-2018 we will improve our MCA Science proficiency to 52.5%.	45.6% proficient (1.9 percentage points below last year and 6.9 percentage points below our goal for this year).	5 science teachers at West Junior High participated in cycles with the instructional coach this year, 8th grade science teachers received time to create a plan for MCA prep prior to the test, professional development was provided throughout the year around student engagement, chunking class time, and assessment.
High School	The percentage of all students in grade 11 at Shakopee High School who meet or exceed the college readiness benchmark score for English, Math, Reading, and Science will increase as follows: English 58% to 60%; Math: 47% to 49%; Reading: 42% to 44%; Science: 30% to 32%	English went from 58% to 53%, Math from 47% to 39%, Reading from 42% to 37%, Science from 30% to 32%.	Teachers implemented weekly ACT practice into their classrooms for the month leading up to the test.
High School	The 4 year graduation rate for all students at Shakopee High School in 2018 will increase from 87.2% to 89.2%	Graduation rate was 86.6%	Teachers had discussions in their PLCs about grading and how to best support students for graduation. There was Professional Development throughout the year on student engagement.
High School	Shakopee students will demonstrate increased academic college and career readiness as measured (evidenced) by the results of PLC-specific common assessments.	Student achievement has remained constant	Teachers reflected on common assessments during PLC meetings.

<p>Tokata Learning Center</p>	<p>1. TLC students will complete 70% of the credits attempted each grading term. 2. Sustain a positive school culture FOR all students as determined by quarterly student surveys measuring levels of engagement, autonomy, belongingness, goal orientation, and academic press. A positive school culture will be evidenced by an aggregate average survey score greater than 4.0</p>	<p>1. Students completed 65% of attempted credits. 2. The TLC maintained a positive school culture - survey goal was met every quarter.</p>	<p>Teachers teamed every week utilizing restorative justice process of Circle to build a cohesive staff culture and shared TLC vision.</p>
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