Jackson Elementary
2018-19 School Improvement Plan

School Readiness (WBWF)	Grade 3 Reading (WBWF)	Close Achievement Gap (WBWF)	College/Career Readiness (WBWF)	Graduation Rate (WBWF & ESSA)
All students meet locally determined school readiness goals. ☐	Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. ☐	Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, **OR** set a locally determined measure & goal. ☐	Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, **OR** set a locally determined measure & goal. ☐	Reach a 4-year graduation rate of 90% with no student group below 85% by 2020. Support provided for schools with any group below 67%. ☐
Whole Student Development	*Quality Instruction*	*Quality Instruction, Equity*	*Whole Student, 21st Century*	*Personalized, Engagement, Excellence*

Math & Reading Achievement (ESSA)	English Language Proficiency (ESSA)	Academic Progress/Growth (ESSA)	Consistent Attendance (ESSA)	Other Focus Areas
MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). ☑	Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 ☐	Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A transition matrix is used to calculate results. ☐	Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. ☐	School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity...other ☐
Quality Instruction	*Equity*	*Quality Instruction*	*Personalized Learning*	*All 6 Pillars*

Why this focus area? (How does your needs assessment lead to this conclusion?) Root Cause Analysis completed?

☑ Root Cause Analysis complete?

note - root cause analysis helps identify the underlying causes that are of concern, able to be influenced or those within our control.

> Jackson has shown over the past few years to not be moving to higher percentages of proficiency on the MCAs. Our goal is to have all students be successful. This goal as a SMART goal helps us to make incremental progress toward proficiency for all.

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): Percentage of students in grades 4 and 5 proficient or higher on the 2019 MCA will be 5% greater than the percentage proficient or higher on the 2018 MCA test for the same student grade level cohort (i.e. 4th grade students 2019 proficiency will be 5% greater than 3rd grade MCA of 2018).
2019 4th grade MCA math goal = 87.6% proficient,   2019 4th grade MCA reading goal = 67.9% proficient,   2019 5th grade math goal = 72.9% proficient,   2019 5th grade reading goal = 71.9% proficient

Current Reality (baseline): 2018 MCA math scores were: grade 3 = 82.6% proficient, Grade 4 = 67.9% Proficient, Grade 5 = 73.7% Proficient. Total average 2018 math = 74.6% Proficient.
2018 MCA reading scores were: grade 3 = 62.9% proficient, grade 4 = 66.9% proficient, grade 5 = 72.2% proficient. Total average 2018 reading = 67.1% proficient.

Quarter 1 (item - measure)

Item 1: Confirm curricular alignment to standards through PLCs - Item 2: - Item 3: Continue implementation of Steve Dunn strategies. Item 3: Instructional Coach targeted work with writing and its impact on reading success. Item 4: DLC to offer expertise on tech use to assist learning and make electronic home to school connections focused on learning. Item 5: Regular PLC meetings focusing on 4 questions including student data sharing and intervention creations.

Quarter 2

Item 1: minimize learning distractions through efficiency in use of ENVoY and PBIS - Item 2: District Task Force clear communication to ensure alignment and needed focus. Item 3: Instructional Coach targeted work with writing and its impact on reading success. Item 4: DLC to offer expertise on tech use to assist learning and make electronic home to school connections focused on learning. Item 5: Regular PLC meetings focusing on 4 questions including student data sharing and intervention creations.

Quarter 3

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Quarter 4

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> Our testing last year continues to show an achievement gap between students groups. This goal focuses on our largest gap identified as the Hispanic student group.

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): Hispanic students at Jackson will increase MCA proficiency percentage by 5% from the 2018 scores (average of grades 3-5) in both reading and math. Reading goal is 63.3% and math goal is 51.7%.

Current Reality (baseline): 2018 MCA math proficiency rate for hispanic students was 46.7% (average of grades 3-5). 2018 MCA reading proficiency rate for hispanic students was 58.3% (average of grades 3-5).

Quarter 1 (item - measure)

Item 1: Co-teachers identify and support learners through class instruction and PLC collaboration. Item 2: frequent connection to liaisons for home to school connections and updates as well as create a welcoming environment at school. Item 3. Include student group as focus in PLC student identification and intervention strategies. Item 4: Use of ENVoY (non-verbal) to manage students regardless of language barriers.

Quarter 2

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Our 3rd grade reading scores need to improve in order to meet the 2025 goal of 90% proficiency. This goal will include K-3 with specific goals to meet the requirements for grade 3 MCAs.

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): Students in grade 3 will be 67% proficient on the MCA reading test spring 2019.

Current Reality (baseline): 2018 MCA reading scores showed 62.9% proficiency. The WBWF goal of 90% proficient by 2025 means that 3rd grade students will need to gain 4% proficiency each year in order to reach that goal.

Quarter 1 (item - measure)

Item 1: Do DRA to MCA (MAP) correlation analysis to find indicators of success to be considered in earlier grades. Item 2: Set cross grade level DRA goals for students to meet throughout grades K-3. Item 3: PLC focus on identifying student needs-create intervention strategies-groups students to focus on specific learning needs. Item 3: DLC focus on home to school communication and partnerships through electronic means such as see saw.

Quarter 2

Item 1: minimize learning distractions through efficiency in use of ENVoY and PBIS - Item 2: monitor DRA progress and design innovations to keep student on track with needed reading skills. Item 3: Item 3: PLC focus on identifying student needs-create intervention strategies-groups students to focus on specific learning needs. Item 4: monitor students at data points (DRA and MAP/FAST) K-3 to identify students statistically on track for MCA proficiency in grade 3. Item 3: DLC focus on home to school communication and partnerships through electronic means such as see saw.

Quarter 3

Item 1: minimize learning distractions through efficiency in use of ENVoY and PBIS - Item 2: Item 3: PLC focus on identifying student needs-create intervention strategies-groups students to focus on specific learning needs. Item 3: DLC focus on home to school communication and partnerships through electronic means such as see saw.

Quarter 4

Item 1: minimize learning distractions through efficiency in use of ENVoY and PBIS - Item 2: Item 3: PLC focus on identifying student needs-create intervention strategies-groups students to focus on specific learning needs. Item 4: monitor students at data points (DRA and MAP/FAST) K-3 to identify students statistically on track for MCA proficiency in grade 3. Item 3: DLC focus on home to school communication and partnerships through electronic means such as see saw.