# Jackson Elementary
# 2019-20 School Improvement Plan

| Goal: | Learn, Explore, and begin implementation of the seven strategies of assessment for learning. |
|---|---|
| **What is our Current Reality?** | **What will this look like when we are done?**<br>**Vision of Completion** |
| Currently, we have a combination of traditional practices and more up to date philosophies in our grading and would like to focus on best practices of assessment that take place during the learning process. | Teachers will use best practices of assessment during the learning process to include guiding learning targets, examples of work, timely and effective feedback, student growth in self-assessing, formative assessments, and designing instruction based on formative data. |

### How are we going to measure our progress on this goal? (Measures of Progress)

Observation and collaborative sharing between and among teams.

Revisit 7 strategies at staff development and staff meetings when appropriate.  Staff self-reflection of progress toward implementation.

### How are we going to get this done? (Action Steps)

| School Year | Action Steps | Who? | When? |
|---|---|---|---|
| | Introduction to 7 strategies during back to school workshops.  This will include examples of formative data and the design of interventions based on that data. | Kevin - Steph | Back to school workshops - building level |
| | Redesigning PLC work to focus on strategies 5 and 6, using evidence to determine next steps and designing interventions to meet those needs. | Kevin | Back to school workshops - building level |
| 2019-2020 | Ongoing use of formative data collection and review at PLC to directly impact instructional strategies to assist students showing specific learning needs. | All Staff | Ongoing once in place |

| Goal: | Implementation of structured intervention time into instructional practice for all classrooms grades K-5. |
|---|---|

| What is our Current Reality? | What will this look like when we are done? Vision of Completion |
|---|---|
| MCA scores are not showing a steady increase over time. We see a need for an ongoing model of intervening in a way that positively influences our students' standardized test scores. | All general ed classrooms grades K-5 will have 30 structured minutes per day for specific intervention designed for students based on formative data collected during the learning process. Intervention specialist and PSA will integrate their work with classroom teachers to best accommodate the needs of all students showing the need for specified skill development related to math and reading standards. PLC work will focus on formative data, structuring groups, and designing interventions to meet the learning needs of all students. |

## How are we going to measure our progress on this goal? (Measures of Progress)

Intervention time will be directly a part of our teaching practices building wide

End of year MCA test scores will be indicator of successes and next steps

## How are we going to get this done? (Action Steps)

| School Year | Action Steps | Who? | When? |
|---|---|---|---|
| 2019-2020 | Intervention time will be directly scheduled into each K-5 classroom along with intervention specialist and para assigned to grade levels at specific times. | Kevin | Summer, 2019 |
| | PLC work will be restructured and aligned to the collection of formative data and the design of interventions based on that data (strategies 4 and 5 of "Seven Strategies of Assessment for Learning"). | Full K-5 staff | Back to school professional development |
| | Ongoing collaboration between teacher teams and intervention specialist to identify student needs, design interventions, deliver targeted learning, and monitor student progress. | K-5 staff, intervention specialist, intervention PSA | 19-20 school year |

| Goal: | Cohort student data for MCAs will show 5% increase from the previous year for intermediate, 5% DRA increase for primary. |
|---|---|

| What is our Current Reality? | What will this look like when we are done? Vision of Completion |
|---|---|
| Currently, MCA scores are not on an incline. There are improvements as well as some decline in scores 3-5. | Students will show a 5% increase on spring MCAs by cohort as compared to 18-19 school year scores. Grades 1-3 will increase DRA score by 5% for the cohort of students from the previous year. |

## How are we going to measure our progress on this goal? (Measures of Progress)

Spring MCA scores for grades 4-5. DRA scores for grades 1-3.

Ongoing monitoring of students progress on MN state standards for reading and math through PLC data reviews and tiered intervention time planning.

Ongoing use of research based instructional strategies to increase reading skills resulting in DRA success.

## How are we going to get this done? (Action Steps)

| School Year | Action Steps | Who? | When? |
|---|---|---|---|
| 2019-2020 | Tiered intervention times specifically scheduled to meet learning needs (based on standards for reading and math) for all grade levels. | Kevin and BLT | Done |
| | PLC work will focused on reading and math standards will formative data collections and the design of targeted interventions. | All Gen Ed staff and intervention staff | Ongoing for 19-20 school year |