

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



Pearson 6th Grade Center School Improvement Plan 2016-17

Building Goals (single or multi-year)	Strategic Direction Alignment	Strategies to accomplish (click here for a detailed Action Planning Template)	Plan for tracking progress against the goal & strategy during the school year?
1. 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.	EF04	1. Continuous improvement and focus of PLC 2. Continued development of instructional strategies across all content areas aligned to Steve Dunn district direction. 3. Target intervention and instruction for students not meeting standards in all student groups.	* OLPA Data * BAS Testing Data * Fall MAP Data * Ongoing formative data * Common summative data * cross-classroom use of instructional strategies
2. 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.	EF03		* OLPA Data * Fall MAP Data * Ongoing formative data * Common unit assessments
3. Reduce the achievement gap between our building proficiency rates and student groups. Reduce gap by 20% of the prior year's gap per student group. Specific goals are listed below.	XO4, XO5		* OLPA Data * MAP Data * BAS Testing * formative assessments * Targeted Intervention in WIN, before/after school/in class/etc

Incoming student gap data 15-16 5th grade

	Math	
Ethnicity	Gap	Goal
American Indian	-49	-39
Black	-29	-23
Hispanic	-35	-28
Free and Reduced	-30	-24
LEP	-43	-34
SPED	-38	-30
	Reading	
Ethnicity	Gap	Goal
American Indian	-5	-4
Asian/PI	0	0
Black	-24	-19
Hispanic	-34	-27
Free and Reduced	-26	-21
LEP	-51	-40
SPED	-40	-32

Action Plan 2016-17

School: Pearson 6th Grade Center

Action Plan for:

Related Student Achievement Goal(s):	1. 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.
	2. 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.
	3. Reduce the Achievement Gap between our building proficiency rates and sub groups. Reduce gap by 20% of the prior year's gap per group. Specific goals listed in Improvement Plan.

Related Staff Development Goal(s)/Need(s):	1. Continuous improvement and focus of PLCs
	2. Continued development of instructional strategies across all content areas aligned to Steve Dunn district direction.
	3. Target intervention and instruction for students not meeting standards in all student groups.

Strategy/Activity	Timeline	Persons Responsible	Success Measure(s) - Did it work, not work? How do you know?
Focused use of formative data from essential standards to identify specific students and design interventions through PLCs to ensure learning	Continuous.	* Site Team * Administration * Coach * I-team	* students meeting course standards on unit summative assessments * students meeting course standards on state assessments * PLCs will use data to identify students and plan intervention * attempted interventions are brought to I-team
Continued staff development on instructional strategies aligned to district direction to include gradual release, student engagement, workshop model, etc.	Continuous.	* Site Team * Administration * Coach/Jason * I-team	* walkthrough data * peer observations * self-monitoring
Staff development on continuous improvement of PLC work to include a focus on essential standards, formative data use, and intervention practice.	Start back to school week during building PD time. Revisit and support all year.	* Site Team * Administration * Coach * I-team	* PLC using time to create and use formative data for intervention creation
Staff development on the formative assessment cycle	Start back to school week during building PD time. Revisit and support all year.	* Site Team * Administration * Coach	* walkthrough data * self monitoring * PLC agenda content
Use DLCs as needed to guide teachers, students, and families to best access and monitor learning with focus on improved student learning.	Continuous.	* DLCs	* Parent survey data * teacher monitoring students' use
Improve consistency building wide in use of Infinite Campus and Canvas	Start back to school week during building PD time. Revisit and support all year.	* teachers	* actual teacher use

Continuous improvement of the co-teaching model to focus on the targeted learners by assessing learning throughout instruction and intervening as needed.	Continuous.	<ul style="list-style-type: none"> * teachers * Co teachers * Myrlene * Kevin 	<ul style="list-style-type: none"> * achievement gap * walkthroughs * periodic meetings
PLC group seek advice on alternate instructional strategies from EL/Sped experts to better teach targeted students.	Ongoing, as determined by PLC formative data need, periodic meetings	<ul style="list-style-type: none"> * teachers * co teachers * sped and EL teachers * Jyoti 	<ul style="list-style-type: none"> * alternate instructional strategies used * MCA data
Increased coordination and organizational communication between sped and gen ed staff to share strategies, progress, goal setting, and monitoring learning.	Ongoing	<ul style="list-style-type: none"> * Jyoti * teachers * sped teachers 	<ul style="list-style-type: none"> * alternate strategies shared * periodic meetings happen
Work with equity specialist to connect with teachers and families for a better focus on learning and relationship building.	Ongoing	<ul style="list-style-type: none"> * Sonia * Ray * teachers 	<ul style="list-style-type: none"> * reduction in achievement gap * less behavior referrals * better connection with students and families of specific student groups