Shakopee High School
2018-19 School Improvement Plan

School: Shakopee High School

SMART Goal:	By the end of the 2018-19 school year the percentage of students failing in required courses will decrease by 5% and failures by Hispanic and American Indian student groups will decrease by 10% by improving grading practices that reflect rigorous student learning, focusing on student interventions that reduce student failure, and engaging in culturally responsive practices to improve results for minority students.
Related "sub"-goals to the overall SMART goal	1. Improve parent communication for early intervention, including 90% of students will have a progress grade entered at each 3-week interval, 95% of student failures will include a parent communication, including parent response, prior to final grade given, and a more robust system of using incompletes will be researched to avoid students failing when close to course completion.
	2. Through building PD time, academy team meetings, and PLCs, staff will develop at least one interdisciplinary, authentic based learning unit that demonstrates best instructional and assessment practices to better engage students and reflect student learning.
	3. Develop strategies for intervention that are culturally responsive and focus on reducing grade failure in order to reduce failure rates among racial groups, specifically focusing on Hispanic and American Indian student groups.

Strategy/Activity	Description	Timeline	Persons Responsible	Success/Accountability Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity?
Create baseline grading practices that all teachers will be expected to implement and administrators will monitor.	Starting the 2018-19 school staff will be introduced to grading practices that create a baseline for how a grade is determined, use of retakes....	Semester 1 2018-19	Adminstrators	95% of course grades will be based on the building wide grading procedures by the end of semester 1.
Improve alignment of common assessments and quality of data driven conversations in PLCs, with a focus on equity.	Content area PLCs will work towards giving the same assessments and will have discussions around the results of these assessments	Semester 2 2018-19	Administrators/Teachers	
Improve authentic learning experiences for students by developing interdisciplinary, authentic learning units.	Digital Learning and Instructional Coaches will work in Academy teams to help facilitate curriculum development	Semester 2 2018-19	DLC/IC	All teachers will engage with at least one Authentic Learning Experiences this year.
Explore grading practices in authentic learning and block scheduling	PD days will be spent with staff doing learning around grading practices and how they relate to Authentic Learning and Block Scheduling	Semester 2 2018-19	Administrators/DLC/IC	Teachers will update grading schemes in their classes and use rubrics in their Authentic Learning Experiences.
Work with Cultural Liaisons and Equity staff to build greater engagement with different racial groups.				
Improve parent communication through progress grades and expectations for teachers before a failure can be given.	Teachers will regularly update Infinite Campus and communicate with parents on their student's progress	Semester 1 2018-19	Adminstrators	
Check and connect student mentoring system				
Professional learning to improve assessment practices to better reflect student learning	PD days will be spent with staff doing learning around grading practices and their effect on students	Semester 2 2018-19	Administrators/DLC/IC	Teachers will update grading schemes in their classes and use rubrics in their Authentic Learning Experiences.
Improve practices for credit recovery that disuade students from taking a failure as any "easy" way out.	PD days will be spent with staff doing learning around grading practices and their effect on students	Semester 2 2018-19	Administrators/DLC/IC	Teachers will implement new methods of credit recovery
Use the Academic Resource Center to support struggling students.	A room in the school, staffed by an adult all day, can support students academically in a variety of ways.	Semester 2 2018-19	Teachers/Support Staff	Attendance at the ARC
Academy teams develop systems for low-level interventions to poor academic performance.	examples?	Semester 2 2018-19	Teachers	Teams using teaming time to disucss students and share strategies for working with them.

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SMART Goal:	Improve a building culture of learning over the 2018-19 school year, as measured by a pre and post building wide staff and student survey (baseline data), Improve MCA results to state average in both Reading and Math, and Improve ACT College and Career Readiness scores by 2% in each category by improving the efficiency and effectiveness of student behavior/consequence reporting and communication, focus on improving building culture as related to student/staff interactions with a focus on cultural responsiveness, and monitor formative data that directly relates to MCA, ACT, and Graduation Rate to investigate the relationship between building culture and student results.

Related "sub"-goals to the overall SMART goal	1.	create a staff and student survey that can be given pre and post to assess perception of a "building culture of learning"
	2.	Improve tracking of student behavior data, including reducing redundancy in reporting, to start measuring the effectiveness of behavior interventions and consequences
	3.	Create a positive culture through Academy teaming and PD that focuses on positive relationships and student results through student-centered dialogue.

Strategy/Activity	Description	Timeline	Persons Responsible	Success/Accountability Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity?
Cultural responsiveness training	Training for all staff NVCM Training (Modified)		Equity team	Create Building Culture Survey
Tracking attendance and creating interventions and incentives for attendance through Academy Teams	During academy team meetings, teachers will track student attendance and provide interventions to the neediest students	Semester 2 2018-19	Academies	Meeting Minutes and number of absences/tardies
Admin team improvement in tracking student behavior data	Through Admin team PLC's, the types of resolutions will be reviewed to improve consistency and overall reliability of data	End Semester 1 2018-19	Admin Team	List of identified resolutions agreed upon by end of semester 1
Articulation and PLCs working together to improve MCA/ACT Alignment	District articulation teams will review data and make recommendations to VT's and PLCs to implement in order to impact MCA results	End Semester 2 2018-19	T&L, Admin Team, and PLC leads	PLC leads can identify recommendations from articulation teams
PD around effective instruction and assessment on the Block schedule	Potential PD Topics: Chunking, Engagement, Workshop model, Backwards Design, Rubrics	Semester 2 2018-19	DLC/IC	Teachers will modify their curriculum to prepare for the 2019-2020 school year
Develop additional student engagement clubs/experiences to develop a connected culture	- Freshman Academy club fair - main street event to expose students to clubs - build a more systemic approach to the clubs and experiences that we offer - Work with Activities to build a structure to support club opportunities and their reliability	Semester 2 2018-19	BLT	Results of student survey. Number of new clubs or experiences
BLT monitoring student results and building culture throughout the year	Results of initial and future surveys will be discussed	Semester 2 2018-19	BLT	Results of survey
Admin and BLT determine what expectations from Staff Handbook need to be focused on building-wide vs. academy vs. classroom	Protocol to go through expectations and then which ones need to be focused on, with teacher voice driving the discussion	Semester 1 2018-19	BLT	All staff will have a knowledge of our areas of focus, consistency in implementation
Use Behavior Intervention Room to reduce suspension and detention frequency	BIR will be used as an intermediatory and allow students to stay in the building when they would have had to leave the building previously	Semester 2 2018-19	Administrators	
Manage student absences and tardies and what are the trends to attack	Through Admin team PLC, the group will look for trends within the data to identify particular strategies that are useful in order to focus attendance and tardy interventions	Semester 2 2018-19	Administrators	
Develop honest conversations about developing and following up on building expectations	Open communication during BLT meetings on how expectations are being followed	Semester 2 2018-19	BLT	Culture survey. Staff feel like they're being heard, admin feel like teachers are following the plan.
Develop Building-wide consistency and Academy-wide consistency for technology usage based on work from the Freshman Academy	Review practices tested in the Freshman academy to determine what can be included in building wide practices	Semester 2 2018-19	Freshman Academy Team, DLCs	Any practices identified by the end of the year.
Introduce expectation for staff and goals about student hallway interactions	Provide guidance during workshop week on how to handle hallways interactions with students. Continue to work with staff to help facilitate productive experiences with students.	Semester 1 2018-19	BLT	Culture survey.

Action Plan 2018-19				

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SMART Goal:	By the end of the 2019-20 school year, we will increase attendance in our black, Hispanic, EL, and SPED student groups by 10% and increase attendance in our white and Asian student groups by 5% by focusing on engaging instruction, improving systems for tracking student attendance, developing more robust systems of intervention of poor attendance, and creating greater positive incentives for high and improving attendance.

Related "sub"-goals to the overall SMART goal	1.	Develop a system of attendance interventions and incentives through academy teaming.
	2.	Improve student hallway interactions that improve classroom attendance and help improve building culture.
	3.	Create engagement practices that focus on student groups with higher percentage of chronically absent students

Strategy/Activity	Description	Timeline	Persons Responsible	Success/Accountability Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity?
Develop a check and connect system to provide tier 3 interventions for chronically absent students	Implement the Check and Connect practices through Special Services and Excellence with Equity team	2018-19	Equity Leadership	Program initiated and baseline data collected
Scott county lead attendance groups	Implement 1 or mor Scott County lead attendance groups	2018-19	Building Social Workers and Admin	Groups are started and meet on a reliable schedule
Academy teams develop systems for low-level interventions to absence and tardies	Examples?	Semester 2 2018-19	Acadamies	Teams will track attendance data. Teams will share with each other what interventions they are working on.
Use of security personnel to reduce student wandering	Security paras will work with students to keep them out of the hall and in class	Semester 2 2018-19	Administration	
Work in academy teams to improve teacher attendance recording rates, and monitoring of attendance data and impact of student consequence and incentives to improve student attendance.	Academy's will accomplish this during their teaming time	Semester 1 2018-19	Acadamies	Teams will track attendance data. Teams will share with each other what interventions they are working on.
Early intervention with habitually truant/absent students	Attendance post cards	Semester 1 2018-19	Acadamies	Teams will track attendance data. Teams will share with each other what interventions they are working on.
Work through the Equity team and cultural liaisons to improve family engagement				