Sweeney 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, <u>OR</u> set a locally determined measure & goal.	Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, <u>OR</u> 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 Centrury	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 tranisition 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, Equityother		
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? Root Cause analysis helps identify the underlying causes that are of concern, able to be influenced or those within our control. We have been tracking student discipline as measured by the number of office referrals. We believe that putting in systems that support students staying in class will increase student learning. It will also help create a great environment in which to learn. Our root cause analysis determined that learning environment was a high leverage factor that can lead to increase academic performance. 2017-18: Assessment results (see belows)						
What is the goal? (Consider this the summative	ve Goal/Objective (SMART): Increase our MCA Reading Proficiency rate to 61% on the Spring 2019 assessment.					
measure. How will you know you achieved or did not achieve the goal?)	Increase our MCA Math Proficiency rate to 64% on the Spring 2019 assessment.					

Math: 3rd-74.8% 4th-59.3% 5th-48.3% Overall-60.9%

Reading: 3rd-61.3% 4th-49.1% 5th-62.7% Overall-58%

Current Reality (baseline) 2017-18 Results

School Readiness (WBWF)	Grade 3 Reading (WB	WF)		Close Achievement Gap (WBWF)		College/Career Readiness (WBWF)		Graduation Rate (WBWF	& ESSA)	
All students meet locally determined school readiness goals.	Reach a 3rd grade rea rate of 90% with no stu 85% - by the year 2025	dent group below		Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, <u>OR</u> set a locally determined measure & goal.		Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, <u>OR</u> set a locally determined measure & goal.		Reach a 4-year graduation with no student group belo 2020. Support provided for any group below 67%.	w 85% by	
Whole Student Development	Quality Instruction			Quality Instruction, Equity		Whole Student, 21st Centrury		Personalized, Engagement, Excellence		;
Math & Reading Achievement (ESSA)	English Language Proficiency (ESSA)		Academic Progress/Grow		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% o progress in achieving E proficiency - by the yea	English language		Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A tranisition 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 determine Examples: Master Plan, E Middle School Core, Equity	lementary or	~
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 completed? Root Cause analysis helps identify the underlying causes that are of concern, able to be influenced or those										
within our control.	a or mose									
What is the goal? (Consider this the summative measure. How will you know you achieved or did not achieve the goal?)										
What interim or formative measures can track pro	ogress?			mplished? What strategies, plans, training ative, and ultimately the summative goal? (I		out in place. Consider these key results or a Action Planning form)	ctions. V	Vhat specific actions will	Action Plannin	ıg Form
Quarter 1 (item - measure)			Quart	e <u>r 1</u>		Quarter 2				
Office referrals through quarter 1:		~	→ PBIS Intro		item 1	item 1				
Quarter 2		~	▼ PBIS Action Plan		item 2	item 2				
Office referrals through quarter 2		Develo	elop detailed Action Plan		item 3	item 3				
Quarter 3										
Office referrals through quarter 3			Quarter 3		Quarter 4					
Quarter 4			item 1		item 1					
Office referrals through quarter 4		item 2			item 2					
		item 3				item 3				

Shakoyee Public schools	Action Plan 2018-19	Link to 2017-18 Action Plans			
School: Sweeney					
SMART Goal: Increase our MCA Reading Proficiency rate to 61% on the Spring 2019 assessment.					
Increase our MCA Ma	th Proficiency rate to 64% on the Spring 2019 assessment.				
Related "sub"-goals to the overall	als by 25% (600 to 450) during the 2018-19 school year.				
SMART goal	2. Communicate what PBIS is to families				
	3. Implement new data collection process for behaviors				

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 PBIS committee/Attend training	8 PBIS members will attend 10 days of training throughout the 18-19, 19-20 school years. There will also be a larger group who will meet throughout the years only at Sweeney.	18-19, 19-20 school years	PBIS team	Training team and building team identified.
Communicate information about PBIS - staff, students, and families	Will send home information via written letters, email, or through our website	18-19 school year	PBIS team	Written letter/website/email communication created.
Implement SWIS data tracking system	This will track all minors and majors	18-19, 19-20 school years	Teaching staff, Office staff	PBIS team (and others) are utilizing the data on a regular basis