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| **Goal Area** | **Key Look Fors** |
| **Academic:**  Ensure daily implementation of shared and guided instruction. | * Post and reference student friendly learning goal * Engagement/Multiple & varied opportunities to demonstrate learning * Checks for understanding * Student collaboration/small groups * Descriptive feedback * Differentiated/Scaffolded Instruction and activities * Transition/Brain Breaks |
| **MTSSB**  Increase the use of effective classroom practices and school wide use of specific positive feedback with students regarding academics and behavior.  Post MTSSB Expectations and classroom procedures % routines | * Fidelity of specific, positive feedback by all staff * Teaching and reteaching the behavior matrix * Teachers will use a 4 to 1 positive to corrective ration when providing feedback to students. * Consistent use of Behavior Flowchart * Review OCL (out of class log) data by HR teacher to determine where extra student supports are needed * Staff will use common language to praise, redirect |
| **Attendance**  Increase the number of students with good attendance by 2%. (not-chronic rate)  Attendance Team will meet weekly to review, problem solve students who are struggling with attendance. | * Coaching: Students greeted at the door * Coaching: 2x10 Positive Connections * Take accurate daily attendance * Attendance committee meets monthly to determine attendance awards (quarterly, semester, weekly) * Communicate with families regarding attendance |
| **Wellness**  Promote wellness and self-care for self and others | * Follow recommended Health Safety Measures * Encourage self-care and mindfulness activities * Share weekly wellness messages with students provided by the wellness committee * Encourage staff to attend monthly wellness activities * Increase the number and variety of wellness activities for students and staff to participate in |

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| **Desired Outcome** | Focus |
| **ELA**   * 60% of BSP students taking the MAP test will meet or exceed MAP growth goal for Reading from the fall (2020) test to the spring (2021) test. * All ACP students will make adequate progress on their IEP quarterly progress reports for ELA/Reading.     Use 2019 Map data to inform instruction  Baseline data: | * Students highly engaged in rigorous reading activities * Independent activities on reading, writing about reading * Teacher use of formal and informal assessments * Implementation of all components of the instructional models (Read 180/System 44) * Learning environment focused on procedures and routines. * Use data to determine progress on IEP goals and objectives. |
| **Math**   * 60% of BSP students taking the MAP test will meet or exceed MAP growth goal for Math from the fall (2020) test to the spring (2021) test. * All ACP students will make adequate progress on their IEP quarterly progress reports for Math.   Use 2019 Map data to inform instruction  Baseline data: | * All 4 steps of gradual release used in every lesson * Plans and instruction incur productive struggle and increase in stamina to think about problems * Consistent use of “math talk” so that students are the ones thinking and talking about math * Frequent use of manipulatives to help students understand abstract concepts * Online math used for classes and daily practice * Use data to determine progress on IEP goals and objectives. |
| **Science**   * 60% of BSP students taking the MAP test will meet or exceed their MAP growth goal for Science from the fall (2020) to the spring (2021) test. * All ACP students will make adequate progress on their IEP quarterly progress reports for Science.   Use 2019 Map data to inform instruction  Baseline data: | * Teachers will infuse lessons with science and engineering practices * Students will use scientific method to test theories * Students will access resources online * Use data to determine progress on IEP goals and objectives |
| **Attendance**   * Increase the number of students with good attendance by 2%. These students will miss less than 9 days of school.   Attendance Team will meet weekly to review, problem solve students who are struggling with attendance.  Baseline data: | * Coaching: Students greeted at the door, or online * Coaching: 2x10 Positive Connections * Attendance committee meets monthly to determine attendance awards (quarterly, semester, weekly) * Attendance Team meeting weekly * Meet and confer with parents, students |
| **MTSSB**   * Tier 1 – Increase the use of effective classroom practices and school wide use of specific positive feedback by 10%   Baseline data: | * All staff will use common language to praise, redirect * Fidelity of specific, positive feedback by all staff * Teaching and reteaching the behavior matrix * Teachers will use a 4 to 1 positive to corrective ration when providing feedback to students. * Consistent use of Behavior Flowchart * Review OCL (out of class log) data by HR teacher to determine where extra student supports are needed * Form Tier 2 committee, begin work on Tier 2 |
| **Wellness** | * Bi-Monthy Wellness activities for staff |

**SIP/Professional Development Meetings**

District Curriculum Days: Aug 10-12, Oct 1, Feb 4, April 1

Staff Meetings: Monthly at 2:30

ILP Professional Development Days: Sept 9, Dec 3

PLC’s, Learning Team: Once monthly

Committee Meetings: Monthly at 2:30

Attendance Meetings: Thursdays at 9:00

Leadership Team Meetings: Bi-Monthly on Fridays at 2:45

Monthly Staff Meeting Topic Sequence (Tentative)

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| **Month** | **Topic** |
| August |  |
| September |  |
| October | MTSSB – Big 5 |
| November |  |
| December |  |
| January |  |
| February |  |
| March |  |
| April |  |
| May | Celebrating Success |

School Committees

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| Achievement | Jackson, Winter, Tucker, Paumer, Shutz, Spoon |
| Wellness | Hansen, Gegzna, Hanafan, Abbott, Officer-Thurston |
| Attendance | Bender, Dotzler, Franks, Brown, Moline |
| Sunshine | Jackson, Gardiner, Foster, Caddell, Lipka |
| Parent | Bender, Simnitt, Bird, Thompson, Clemens |
| Technology | Hansen, Shevlin, Earnhardt, McSorley |