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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 instructionBaseline 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 instructionBaseline 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 instructionBaseline 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 |