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| **School Improvement Criteria** | **Coaching Look Fors/Success Criteria** |
| **Attendance**  Our school will increase the number of students in the NOT CHRONIC (green) domain by 2%. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95.   * 2020-2021 Achievement: 39.42% * Goal Achievement: 41.42% | * Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains) * The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains) * Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains) * Implement Success Mentoring Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains) * In Class Today (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains) |
| **MTSSB**  **Tier 1-** Increase the use of Effective Classroom Practices and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). Schools will show a minimum increase of 10% in each SAS system: Schoolwide, Non-Classroom and Classroom. 10% is a sign of deliberate change of practice on an anonymous self-assessment.  **Tier 2-** Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents. 80% of the students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard. | **Tier 1**   * Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices. * Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity. * Attend Tier 1 Trainings. * Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches. * Use schoolwide management strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior. * Staff will consistently follow the school’s Behavior Flowchart to address behavior incidents.   **Tier 2**   * Assemble a Tier 2 team that will meet the needs of students who need short term targeted interventions. * Develop and use a Tier 2 Action Plan that will guide and document Tier 2 implementation. * Attend Tier 2 trainings. * Identify a staff member who attends six zoom Tier 2 Coach meetings. * Maintain Tier 1 strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior. |
| **Reading**   1. **NSCAS Summative Goal**   For NSCAS ELA summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 5%. *Spring 2021: 41%; Goal rate for Spring 2022: 45.9%*   1. **MAP Interim Assessment Goals** 2. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by \_5.10\_\_%. *Spring 2021 rate\_43.1%\_; Goal rate for Spring 2022 48.79%*  * For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5%. *Spring 2019 rate 45.2%; Goal rate for Spring 2021 50.5%* | * Use the core resources (HMH- Into Reading) to plan and deliver instruction based on state standards (College and Career Ready, Assessment) * Provide guided reading instruction using the Literacy Continuum (College and Career Ready, Assessment) * Provide students with daily literacy opportunities that build rigor during independent reading such as Readers Notebook (College and Career Ready, Assessment) * Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act (College and Career Ready, Assessment) |
| **Math**   1. **NSCAS Summative Goal**   For NSCAS Math summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 6%. *Spring 2021 rate 38.4%; Goal rate for Spring 2022 44%*   1. **MAP Interim Assessment Goals** 2. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 10%. *Spring 2021 rate 43.1%; Goal rate for Spring 2022 45.3%*  * For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 10%. *Spring 2021 rate 45.2%; Goal rate for Spring 2022 47.4%* | * Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle (College, Career, and Civic Ready) * Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations (College, Career, and Civic Ready) * Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process (Assessment) |
| **Science**   1. **NSCAS Summative Goal**   For NSCAS Science summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 4%. *Spring 2021: 56%; Goal rate for Spring 2022: 60%*   1. **MAP Interim Assessment Goals** 2. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 4.86%. *Spring 2021 rate 51.4%; Goal rate for Spring 2022 56.26%*  * For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 10%. *Spring 2021 rate 36%; Goal rate for Spring 2022 42.4%* | * Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts * Students will utilize interactive notebooks to demonstrate science learning |

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| **Staff Meeting Dates** | **Grade Level/Team/Department Meeting Dates** |
| September 20, 2021  October 25, 2021  November 15, 2021  December 6, 20201  January 10, 2022  February 7, 2022  March 7, 2022  April 11, 2022  May 9, 2022 | Cycle Day 5: Grades 1, 2, 3  Cycle Day 6: Grades K, 4, 5 |
| **District Professional Development Days**  August Curriculum Days (1.0 day) – August 11  October Curriculum Day (0.5 days) – October 8  April Professional Development Day- April 15  May Professional Development/Teacher Planning- May 31 | |

**Mission Statement:**

**THE MISSION OF FLORENCE SCHOOL IS TO EMPOWER ALL STUDENTS AND PROVIDE THEM WITH THE KNOWLEDGE AND SKILLS NECESSARY TO BE SUCCESSFUL IN OUR CHANGING WORLD.**

**Vision Statement:**

**THE VISION FOR OUR SCHOOL IS TO BUILD A LEARNING ENVIRONMENT IN WHICH ALL STUDENTS, STAFF, AND COMMUNITY TAKE AN ACTIVE ROLE TO ENSURE THAT GOALS AND DREAMS BECOME REALITIES.**