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| **School Improvement Criteria** | **Coaching Look Fors/Success Criteria** |
| **Attendance**   * Increase the number of students with good attendance, identified as ‘Not Chronic’ by 2%. These students will miss less than 9 days of school. 66.5 to 67.8. * **Big Rock: Relationships with all students**   Attendance Team will meet bi-monthly to review, problem solve and confer with students, parents. | * Coaching: Students greeted individually * Coaching: 2x10 Positive Connections by all staff * Traveling ‘Hawk Award” for good attendance. * Attendance Team meeting bi-monthly * Meet and confer with parents, students * Counselor and Social Worker create individualized student plans * Daily check-ins with all students using Mood Meter * **Evidence: Bi-monthly data will show an increase in ‘Not Chronic’ students.** |
| **MTSSB**   * Maintain Tier 1 and Tier 2 strategies for all students to increase learning time and maintain a less than 5% rate each month for ALL out of class referrals (buddy room, PAC, and office) * **Big Rock: RULER training for staff and use of community panel when possible**   All staff will use common language to praise, redirect, and process with students. | * Use of specific, positive feedback by all staff on 4:1 ratio * RULER training and implementation by all staff * Teaching and reteaching identified focus lessons schoolwide * Use of community panel in place of out of class placement when possible * Use of caring confrontations and processing * Consistent use of Behavior Flowchart * **Evidence: RULER training completed by all staff, student plans, and less than 5% out of class referral rate due to use of community panel.** |
| **Reading**   * Increase the percentage of students meeting their growth projection goal as identified on the MAP Student Growth Summary Report by 5% from 18.5 to 19.4 * **Big Rock: Use data to plan and coaches support to make specific and impactful instructional decisions for students. Language and activities should match rigor of assessments.**   Use Map data to inform instruction.  Collaborations with team and coaches.  Early SAT identification. | * Weekly planning and support from Reading Support Instructor * Grade level planning and review of student work * Students highly engaged in rigorous reading activities as witnessed through coaching visits * Interventions used with fidelity (Foundational Skills and Word Study Studio, Phonics Mastery Guides, Repeated Reading Protocol, etc.) daily * Grade 5 departmentalization * Teacher use of formal and informal assessments in planning * Language and tasks during lessons to match rigor of state assessments * Use of digital resources (Exact Path, iRead, Amira, Lexia, etc.) with fidelity * 1:1 monthly in-depth coaching conversations * **Evidence: Data collected through coaching visits will reflect activities/language matching rigor of assessments and summative grades will increase.** |
| **Math**   * Increase the percentage of students meeting their growth projection goal as identified on the MAP Student Growth Summary Report by 5% from 20.3 to 21.3 * **Big Rock: Use data to plan and coaches support to make specific and impactful instructional decisions for students. Language and activities should match rigor of assessments.**   Use Map data to inform instruction  Collaborations with team and coaches.  Early SAT identification. | * Grade level planning with Math Coach monthly * Use of assessments in planning as a grade level * Grade level planning and review of student work * Identification of 1-2 specific math tasks weekly that directly support summative assessment as witnessed through plans and coaching visits * Frequent use of manipulatives to help students witnessed during coaching visits * Use of math notebooks and writing in math instruction * Language and tasks that directly reflect the rigor of state assessments * Use of digital resources (Zearn, Exact Path, etc.) with fidelity * 1:1 monthly in-depth coaching conversations * **Evidence: Meetings with coaches. Data collected through coaching visits will reflect activities/language matching rigor of assessments and summative grades will increase.** |
| **Science**   * Increase the percentage of students meeting their growth projection goal as identified on the Spring 2018-2019 MAP Student Growth Summary Report by 3% from 38.3 to 39.5 * **Big Rock: Students writing during every Science lesson.**   Use Map data & formative assessment to inform instruction | * Students will utilize interactive notebooks to demonstrate science learning * Students will use scientific method to test theories * Students will utilize writing skills during each lesson * **Evidence: Lesson plans and coaching visits will reflect writing during science instruction.** |

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| **Staff Meeting Dates** | **Grade Level/SIP/Department/Family Meeting Dates** |
| August: 23, 30  Sept: 13, 27  October: 11, 25  Nov: 15, 29  Dec: 6, 13  Jan: 10, 31  Feb: 7, 14  Mar: 21, 28  Apr: 18, 25  May: 9, 16 | **Grade Level Meeting Dates:**  August: 12, 26  Sept: 2, 16  October: 7, 28  Nov: 11, 18  Dec: 2, 16  Jan: 6, 20  Feb: 3, 17  Mar: 10, 24  Apr: 7, 21  May: 5, 12  **SIP Meeting Dates:**  Sept: 14  Nov: 9  Jan 25  Apr: 12  **Department Meeting Dates:**  MTSS/Ruler 7:30-8:00  IF/Coaches/Reading Support 8:00-8:30  Nurse/Attn/SW9:00-9:30  August: 20  Sept: 23  October: 1, 15, 29  Nov: SIP  Dec: 3, 17  Jan: 14  Feb: 11, 25  Mar: 11, 25  Apr: 8, 22  May: 6, 20  **Family Night Dates:**  August: 12 Meet your Teacher  Sept: 30 Hawk Run  Nov: 18 Talent Show  Dec: 16 Virtual Family Reading Night  Feb: 17 BINGO  Mar: 31 Virtual Family Math Night  May: 12 Carnival and BBQ |
| **District Professional Development Days**  August Curriculum Days (1.0 day): August 11 or 12, 2021  October Curriculum Day: October 1, 2021  February Curriculum Day: February 4, 2022  April Building Professional Development Day: April 1, 2022—April 18, 2022 (Articulation day)  End of Year Professional Development/Teacher Planning: May 31, 2022 – June 1, 2022 | |