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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.**
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| **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.**
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| **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.**
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| **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 instructionCollaborations 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.**
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| **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, 30Sept: 13, 27October: 11, 25Nov: 15, 29Dec: 6, 13Jan: 10, 31Feb: 7, 14Mar: 21, 28Apr: 18, 25May: 9, 16 | **Grade Level Meeting Dates:**August: 12, 26Sept: 2, 16October: 7, 28Nov: 11, 18Dec: 2, 16Jan: 6, 20Feb: 3, 17Mar: 10, 24Apr: 7, 21May: 5, 12**SIP Meeting Dates:**Sept: 14Nov: 9Jan 25Apr: 12**Department Meeting Dates:**MTSS/Ruler 7:30-8:00IF/Coaches/Reading Support 8:00-8:30Nurse/Attn/SW9:00-9:30August: 20Sept: 23October: 1, 15, 29Nov: SIPDec: 3, 17Jan: 14Feb: 11, 25Mar: 11, 25Apr: 8, 22May: 6, 20**Family Night Dates:**August: 12 Meet your TeacherSept: 30 Hawk RunNov: 18 Talent ShowDec: 16 Virtual Family Reading NightFeb: 17 BINGOMar: 31 Virtual Family Math NightMay: 12 Carnival and BBQ |
| **District Professional Development Days** August Curriculum Days (1.0 day): August 11 or 12, 2021 October Curriculum Day: October 1, 2021February Curriculum Day: February 4, 2022April 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 |