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| **School Improvement Criteria** | **Coaching Look Fors/Success Criteria** |
| **Attendance*** Promoting and increasing daily student attendance, our district will increase the number of students in the NOT CHRONIC (green) domain by 2%.

Standing Bear March of 2020 Achievement Data: 67.17% Not Chronic25.14% At Risk8.44% Chronic Achievement Goal 2020-21: 69% Not Chronic | * The Attendance Team will meet weekly to review data
* School Counselor will make phone calls to parent/guardian of students who have reached an attendance milestone
* Attendance Team Members/Staff work with students and families to remove attendance barriers
* Staff engage daily with students promoting and recognizing attendance
* Teachers provide positive feedback to support daily attendance and promote future attendance
* Teachers/Staff use methods to ensure all students feel welcome
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| **MTSS-B*** Implement MTSS-B Tier 1 & 11 practices and systems with fidelity
* Use the school behavior matrix to teach and model behavior
* Teachers will use a 4 to 1 positive to corrective ratio when providing feedback on student behaviors
* Use common language throughout the school found on the behavior matrix
* Staff will use schoolwide acknowledgement system to reinforce student behavior with specific positive feedback
* Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time
* Guidelines for Remote Leaning, iPad expectations (informational video and lesson plan)
 | * For whole class achievement gains to occur, 80% of the students must be visibly engaged.
* Off-task behavior is dramatically reduced when a highly structured classroom uses consistent procedures and routines.
* Consistent procedures and routines maximize instructional time.
* If transitions are longer than 30 seconds as much as 18.5 days of instructional time can be lost in a school year.
* Consistent procedures and routines focus efforts on the learning rather than behavior.
* Students using iPads appropriately
* Students engaged in iPad use on a daily basis to support instruction
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| **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 1%. *Spring 2019 rate 80.7%; Goal rate for Spring 2021 82.6%*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 2.1%. *Spring 2019 rate 79.2%; Goal rate for Spring 2021 81.3%*
3. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 2.5%. *Spring 2019 rate 64.8%; Goal rate for Spring 2021 68.3%*
 | * Student read self-selected text daily (minimum of 20 minutes in K-2, 30 minutes in 3-6
* Teachers provide rigorous, independent literacy opportunities daily
* Lessons and plans include targeted small group instruction/data binders support group selection
* Use the core resources HMH Into Reading to plan and deliver instruction based on state standards
* Provide targeted small group instruction using formative and summative assessments
* Provide students with daily literacy opportunities that build rigor during independent reading
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| **Math*** *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” *Goal rate for Spring 2021 82%*
* *MAP Interim Assessment Goals*
	+ For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 3.3%. *Spring 2019 rate 73.5%; Goal rate for Spring 2021 76.1%*
	+ For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 3.8%. *Spring 2019 rate 61.6%; Goal rate for Spring 2021 65.4%*
 | * Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations
* Whole Group lessons are taught with fidelity for the district allotted time.
* Math warm-ups/Calendar activities are directly related to math standards- Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle
* Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process
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| Science* Science MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals
 | * Standards aligned, grade-level whole group instruction
* Students engage in Science and Engineering Practices
* Gradual release of instruction
* Purposeful student discourse
* Checks for understanding
* Students use interactive student notebooks to demonstrate science learning
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| **Staff Meeting Dates** | **Grade Level/Team/Department Meeting Dates** |
| * Monthly Staff Meetings
 | * Grade level meetings once per 10 day cycle
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| **District Professional Development Days** August Curriculum Days (1.0 day) - (To be pre-populated by CIS if appropriate)September Curriculum Day (0.5 days) - (To be pre-populated by CIS if appropriate)April Professional Development DayMay Professional Development/Teacher Planning |