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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 Chronic  25.14% At Risk  8.44% 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 |
| **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 |
| **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 |
| **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 |
| 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 |
| **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 Day  May Professional Development/Teacher Planning | |