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| **School Improvement Criteria** | **Coaching Look Fors/Success Criteria** |
| **Attendance**   * Increase the number of students with good attendance by 2%. These students will miss less than 9 days of school .   Attendance Team will meet bi-weekly to review, problem solve and confer with students, parents. | * Coaching: Students greeted at the door * Coaching: 2x10 Positive Connections * Attendance Team meeting bi-weekly * Meet and confer with parents, students * Counselor meets to find underlying causes of absenteeism |
| **MTSSB**   * Maintain Tier 1 strategies for all students to increase learning time and reduce referrals by 5% in the dashboard. * Use and maintain Check In-Check out for selected Tier 2 students   All staff will use ROAR | * Fidelity of specific, positive feedback by all staff when giving Paw pats * Teaching and reteaching the behavior matrix * Use of primary, universal interventions * Consistent use of Behavior Flowchart |
| **Reading**   * Backwards planning – connect standards and level of knowledge to assessments, find in daily lessons * Use assessment data to drive classroom instruction and differentiate learning * Increase rigor of independent work   Increase the percentage of students at or above the grade level mean RIT as measured by NWEA MAP ELA and Math by 3% each year (year 2 and 3 adjusted since year 1 goal not met)    **Annual Benchmarks**:  Year 1: 53.5  Year 2: 55.0  Year 3: 59.5    Use Map data to inform instruction | * Students highly engaged in rigorous reading activities * Interventions used with fidelity (Foundational Skills and Word Study Studio, Phonics Mastery Guides, Repeated Reading Protocol) * Teachers will plan rigorous independent tasks with writing across all content areas * Teachers will use assessment data from weekly and module assessments, MAP, Amira, iRead, Lexia, to drive classroom instruction and differentiate learning during small group and daily intervention time. * Use of digital resources (iRead, Amira, Lexia, etc.) with fidelity * Teachers will meet twice a month in GLM’s to align standards, assessments, and instruction |
| **Math**   * Backwards planning – connect standards and level of knowledge to assessments, find in daily lessons * Use assessment data to drive classroom instruction and differentiate learning * Increase rigor of independent work   Increase the percentage of students at or above the grade level mean RIT as measured by NWEA MAP ELA and Math by 3% each year (year 2 and 3 adjusted since year 1 goal not met)    **Annual Benchmarks**:  Year 1: 53.5  Year 2: 55.0  Year 3: 59.5    Use Map data to inform instruction | * Plans and instruction incur productive struggle and increase in stamina to think about problems (Share and Show) * Provide opportunities through structured academic conversations for students to engage in discourse and make connections between mathematical ideas and representations * Frequent use of manipulatives to help students understand abstract concepts * Use of digital resources (Successmaker) * Teachers will meet twice a month in GLM’s to align standards, assessments, and instruction * Teachers will use common assessment data to backwards plan, drive classroom instruction, and differentiate learning |

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| **Staff Meeting Dates** | **Grade Level/Team/Department Meeting Dates** |
| 8/24/23  9/7/23  10/5/23  10/19/23  11/2/23  11/16/23  12/7/23  12/22/23  1/18/24  2/1/24  2/15/24  3/7/24  3/21/24  4/4/24  4/18/24  5/9/24 | Grades K-5 Cycle Days 1 or 6 |
| **District Professional Development Days**  August Curriculum Days (1.0 day): August 9, 2023  Curriculum Day: September 15, 2023, February 2, 2024  Articulation Day: April 15, 2024  End of Year Professional Development/Teacher Planning: May 23-May 24, 2024 | |