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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
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| **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
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| **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: 55.0Year 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
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| **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: 55.0Year 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** |
| 8/24/239/7/2310/5/2310/19/2311/2/2311/16/2312/7/2312/22/231/18/242/1/242/15/243/7/243/21/244/4/244/18/245/9/24 | 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, 2024Articulation Day: April 15, 2024End of Year Professional Development/Teacher Planning: May 23-May 24, 2024 |