

[School Name] School Improvement Plan at a Glance, 2020-2021

Schoolwide Strategy:

Insert schoolwide strategy for 2020-2021

School Improvement Criteria	Coaching Look Fors/Success Criteria
<p><u>Attendance</u> Increase not chronic category by 3%.</p> <p><u>Specific Strategy:</u> develop mindset of parents, students and staff of healthy attendance habits, connection between community partners/resources with families and school</p>	<ul style="list-style-type: none"> • Consistent communication between home and school • Weekly communication with staff • Family Support Liaison and building capacity of parental involvement • Attendance Dashboard • Attendance Team meetings • Attendance celebrations • Success Mentor Program • Attendance meetings/phone conferencing with parents • Teacher to student relationships <p>BIPH Section Alignment: Learning Climate, Engagement, 21st Century Skills, English Language Learners, Procedures and Routines, Early Childhood</p>
<p><u>Wellness</u> To promote healthy nutrition intake.</p> <p><u>Specific Strategy:</u> Increase participation in Grab-N-Go breakfast.</p>	<ul style="list-style-type: none"> • Student participation of Grab-N-Go breakfast. • Staff promotion of eating a healthy breakfast. • Promoting a positive learning environment. • Being responsible for selecting to eat breakfast. • Incorporate community and online resources to engage healthy eating habits with students. <p>BIPH Section Alignment: Learning Climate, Engagement, 21st Century Skills, English Language Learners, Procedures and Routines, Early Childhood</p>
<p><u>MTSS-B</u> Increase the use of MTSS-B Essential Components and Effective Classroom Practices to increase learning time and improve classroom behavior. Resolutions for events entered in Infinite Campus will be reduced by 3% using the Behavior Dashboard. (District-wide, resolutions decreased by 3% during the 19-20 school year.)</p> <p>Increase the use of Effective Classroom Practices and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). Schools will show a minimum increase of 10% in each SAS system: Schoolwide, Non-Classroom and Classroom. 10% is a sign of deliberate change of practice on an anonymous self-assessment.</p> <p><u>Specific Strategy:</u> Use schoolwide management strategies that meet the needs of all students with common language used consistently</p>	<ul style="list-style-type: none"> • MTSS-B lesson plans • School wide management strategies • Common language from behavior matrix used consistently • Golden Dragon Awards used consistently across each grade level • Consistent use of behavior flow chart • Utilization and analyzation of SAS and TFI • Use the Behavior Dashboard and other forms of data to determine trends in student behavior. • Monthly MTSS-B team discussions of strategies and coaching look-fors • Completing Big 5 documentation monthly by MTSS-B team. • Consistant usage of the Minor behavior log <p>BIPH Section Alignment: Learning Climate, Engagement, 21st Century Skills, Procedures and Routines, Early Childhood</p>
<p><u>Reading</u> By June 2025 we will increase the number of elementary students that will read on grade level by 4% as identified on standardized district assessments.</p> <p><u>Content specific strategy:</u> Use the core resources (HMH Into Reading) to plan and deliver instruction based on state standards</p>	<p>Coaching Look Fors</p> <ul style="list-style-type: none"> • Lessons and plans align with A+ Curriculum Guides that reflect high yield strategies (Asynchronous & synchronous lessons provided to students) • Common summative assessments administered according to A+ Curriculum Guide • MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm • Common summative assessments administered according to A+ Curriculum Guide • Common formative assessments are selected, administered, collaboratively discussed and documented.

Insert School Mission and Vision

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	<ul style="list-style-type: none"> • Embed student use of academic vocabulary in reading and writing every day • Post, unpack, and reference clear, daily student-friendly reading and writing learning goals that contain the thinking level and skill students are expected to master during the lesson • 21st Century strategies <p>BIPH Section Alignment: Balanced Literacy, Literacy Strategies Across Content Areas, Rigor, Gradual Release of Instruction, Assessment, Lesson Planning, Objectives/Learning Goals and Standards, Engagement, 21st Century Skills, English Language Learners, Differentiation, Procedures and Routines, Early Childhood</p>
<p>Math</p> <p>Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments Math will increase compared to the previous year.</p> <p>For NSCAS Math summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 5%.</p> <p>MAP Interim Assessment Goals:</p> <ol style="list-style-type: none"> For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 6.5%. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5%. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5%. <p><u>Content specific strategy:</u> Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations</p>	<p><u>Coaching Look Fors:</u></p> <ul style="list-style-type: none"> • Teachers choose purposeful, high quality tasks from the GoMath Curriculum so that students engage in high-quality tasks and discourse • Students engage in discourse including Number Sense Routines • Teacher self-assessment • High-quality tasks in lesson plans (Asynchronous & synchronous lessons provided to students) • Embed student use of academic vocabulary in math every day • Post, unpack, and reference clear, daily student-friendly math learning goals that contain the thinking level and skill students are expected to master during the lesson • Discourse opportunities evident in lesson plans (Number Talk problems listed daily on plans as well as Math Talk prompts) • Daily teacher self-reflection to monitor and adjust future instruction • 21st Century strategies <p>BIPH Section Alignment: Math, Literacy Strategies Across Content Areas, Rigor, Gradual Release of Instruction, Assessment, Lesson Planning, Objectives/Learning Goals and Standards, Engagement, 21st Century Skills, English Language Learners, Procedures and Routines, Differentiation, Early Childhood</p>
<p>Science</p> <p>Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments in Science by ___%.</p> <p>NSCAS Summative Goal</p> <p>For NSCAS Science summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by ___%.</p> <p>MAP Interim Assessment Goals</p> <ol style="list-style-type: none"> For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 6.7%. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 6%. <p><u>Content specific strategy:</u> Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate</p>	<p><u>Coaching Look Fors:</u></p> <ul style="list-style-type: none"> • Students engage in Science and Engineering Practices • Lesson plans reflect three-dimensional learning and Elevate science (Asynchronous & synchronous lessons provided to students) • Common summative assessments administered according to A+ Curriculum Guide • MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm • Common formative assessments are selected, administered, and collaboratively discussed • Embed student use of academic vocabulary and interactive science notebooks in science every day • Post, unpack, and reference clear, daily student-friendly science learning goals that contain the thinking level and skill students are expected to master during the lesson • Teacher self-assessment

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understanding of the Disciplinary Core Ideas and Crosscutting Concepts	BIPH Section Alignment: Balanced Literacy, Literacy Strategies Across Content Areas, Rigor, Gradual Release of Instruction, Assessment, Lesson Planning, Objectives/Learning Goals and Standards, Engagement, 21 st Century Skills, English Language Learners, Differentiation, Procedures and Routines, Science, Early Childhood

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Staff Meeting Dates	Grade Level/Team/Department Meeting Dates
Insert staff meeting dates	Insert dates

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

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