### School Improvement Goals:

#### English-Language Arts:
- Increase the percentage of students identified as being “On-Track” or “College and Career Ready” from 35.4% to 41.8% on NSCAS-ELA
- Increase the percent of students identified as “At” or “Above” the grade level norm from 37.7% to 43.9% on the spring MAP Growth Assessment
- Increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals from 46.1% to 51.5% on the spring MAP Growth Assessment

#### Math:
- Increase the percentage of students identified as being “On-Track” or “College and Career Ready” from 32.8% to 39.6% on NSCAS-Math
- Increase the percent of students identified as “At” or “Above” the grade level norm on MAP assessment from 36.1% to 42.5%
- Increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals on MAP Growth assessment from 49.5% to 54.6%

#### Science:
- Increase the percentage of students identified as “At” or “Above” the grade level norm on MAP assessment from 52.9% to 57.6%
- Increase the percentage of students identified as “Meeting” or “Exceeding” from 50.2% to 55.27%

#### Attendance:
- Increase the percent of students considered not chronic from 50% to 52%
- Increase the percentage of students will miss no more than 9 days of the academic year and meet the goal of STRIVE FOR 95 from 50% to 52%

#### MTSSB:
- 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) which will result in a 10% increase in each SAS system

### Strategies and Success Criteria:

#### English-Language Arts:
- Use the core resources
- Implement daily guided reading instruction using the Literacy Continuum
- Provide students with daily literacy opportunities that build rigor during independent reading
- Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act
- Align Lessons and plans with A+ Curriculum Guides and reflect high yield strategies
- Administer common summative assessments according to A+ Curriculum Guide
- Demonstrate an increase in the number of students meeting growth goals and scoring “at” or “above” the grade level norm on MAP growth data

#### Math:
- Engage all students in high-quality tasks that promote reasoning and support productive struggle
- Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations
- Utilize Common Assessments along with other data sources (NSCAS, MAP, on-going formative assessments) as part of the instructional process
- Demonstrate an increase in the number of students meeting growth goals and scoring “at” or “above” the grade level norm on MAP growth data

#### Science:
- Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Cross-cutting Concepts
- Utilize interactive notebooks to demonstrate science learning
- Administer Common assessments according to the A+ Curriculum Guides
- Utilize common formative assessments
- Increase in the number of students meeting growth goals and scoring “at” or “above” the grade level norm on MAP growth data

#### Attendance:
- Review data weekly by the attendance team
- Emphasis on building relationships with students
- Connect with families through supports- Attendance team members
- Promote recognition for increased attendance
- Mail in Class today letters
- Review current active strategies and align additional needed support

#### MTSSB:
- Maintain a Tier one team and schedule monthly meetings
- Use the MTSSB Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity
- Attend Tier I Trainings
- Identify Tier I coaches to attend district meetings
- Use schoolwide management strategies with common language across all settings-teach specific behaviors and provide positive reinforcement for expected behaviors
- Consistently follow the school’s Behavior Flowchart to address behavior incidents
- Teach, model, and practice expected behaviors from the lesson plans
- Use 4 to 1 positive to corrective ratio when providing feedback
- Reduction in loss instructional time due to student’s positive responses