



Wakonda School Improvement Plan **AT A GLANCE, 2020-2021**

Schoolwide Strategy:

Learning goals and success criteria for each lesson with planned checks for understanding and midcourse corrections

| School Improvement Criteria | Coaching Look Fors/Success Criteria |
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| <p>ATTENDANCE</p> <ul style="list-style-type: none"> By May 2021, the percent of students experiencing chronic absenteeism will decrease from 9.5% to 5.5% <p>FOCUS STRATEGY: Use of relationship building activities, morning meeting, parent communication, success mentors, family support liaison and social worker support</p> | <ul style="list-style-type: none"> Use of morning meetings Log of parent contacts/communication Attendance team assignment of success mentor Weekly attendance team data review Monthly celebration of attendance Community connection of support for families from social worker/family support liaison |
| <p>MTSS-B</p> <ul style="list-style-type: none"> By May 2021, the number of students with PAC/Office referrals in grades K-5 will decrease by 10% from 2018-19 baseline of 1483. <p>FOCUS STRATEGY: Use of relationship building activities, explicit directions, proximity, engagement, and reinforcement to ensure student success with MTSS-B expectations</p> | <ul style="list-style-type: none"> Explicit directions using MTSS-B language from matrix Use of dojo points and feedback from matrix Use of proximity and restatement of expectations Morning meetings to develop relationships and classroom culture Posted and stated learning goals, success criteria, and expectations Utilization of MTSS-B matrix and expectations for common areas, transitions and before and after school procedures Use of cool down with reteaching conversation Well planned, prepared, engaging lessons |
| <p>READING</p> <ul style="list-style-type: none"> By May 2021, we will increase the percentage of students identified as being on track or college and career ready from 22% to 30% on NSCAS-ELA. By May 2021, we will demonstrate a 5% increase in the number of K-5 students exceeding their projected growth on MAP. <p>FOCUS STRATEGY: Utilize guaranteed and viable curriculum with fidelity</p> | <ul style="list-style-type: none"> Alignment with scheduled time allotments Learning goals posted with success criteria and referenced to throughout the lesson with students able to describe and use Use of think alouds, anchor charts, and modeled instruction Direct and shared instruction of specific skills and strategies Students responding in multiple modes to share their thinking Students reading multiple genres of text visible in multiple ways; whole group, small group, independent Students writing for multiple purposes and throughout the day |
| <p>MATH</p> <ul style="list-style-type: none"> By May 2021, we will increase the percentage of students identified as being on track or college and career ready from 22% to 30% on NSCAS-Math. By May 2021, we will demonstrate a 5% increase in the number of K-5 students exceeding their projected growth on MAP. <p>FOCUS STRATEGY: Connect math instruction to real world situations relevant to students.</p> | <ul style="list-style-type: none"> Learning goals posted with success criteria and referenced to throughout the lesson with students able to describe and use Time for productive struggle and math talk for students to explain their thinking with the class Use of think alouds, anchor charts, and modeled instruction Direct and shared instruction of specific skills and strategies Use of multiple representations to allow for visualization and deeper understanding Non-fiction texts, read alouds, pictures, cross curricular connections, project based learning, authentic problems to solve requiring application of math concepts being learned Independent practice solving higher level questions |
| <p>SCIENCE</p> <ul style="list-style-type: none"> By May 2021, we will demonstrate a 5% increase in the number of 3-5 students exceeding their projected growth on MAP. <p>FOCUS STRATEGY: Plan and carry out investigations</p> | <ul style="list-style-type: none"> Learning goals posted with success criteria and referenced to throughout the lesson with students able to describe and use Students engaged in inquiry projects; generating questions, listing procedures, making observations, collecting data, discussing their findings, Teacher facilitating discussions, asking probing questions, allowing students to struggle with misconceptions and asking them to support their arguments with evidence |