

GRADUATION MATTERS

- Where are we....
 - Data. Please include the actual numbers and percents for each tier in both ELA and MATH.

Level 1 Level 2 Level 3 Level 4

SBAC	2017-18	ELA-Big Sky	ELA-Glendale	Math-Big Sky	Math-Glendale
	3rd Grade	100% level 1 2 stud.	33% I.1 33% I.2 33% I.3 3 stud.	100% I. 1 1 stud.	33% I.1 33% I.2 33% I.3 3 stud.
	4th Grade	100% level 1 5 stud.	50% I.2 50% I.4 2 stud.	20% I.1 80% I.2 5 stud.	100% I.3 2 stud.
	5th Grade	75% I. 1 25% , 2 4 stud,	100% I.3 3 stud.	75% I.1 25% I.2 4 stud.	33% I.2 33% I.3 33% I.4 3 stud.
	6th Grade	100% I. 1 1stud.	100% I. 3 3 stud.	100% I.1 1 stud.	33% I.2 67% I.3
	7th	n/a	100% I. 3 1 stud.		100% I. 4
	8th	100% I. 1 2 stud.	33% I. 2 67% I. 3 3 stud.	100% I. 1 2 stud.	33% I.2 67% I.4

- What we will do...
 - Focus on: Alignment of curriculum with MCCS, Framework is aligned into all lessons by end of the year. Schools will use same programs for reading, math, science, social, studies, MBI/Olweus, and lesson plan format. Planning can be done by teachers together.
 - For math we use: Math Advantage. We will be aligning the MCCS with the math program and will be evaluating this quarterly.
 - For reading we use: Houghton Mifflin
 - We are going to be developing Unit/Course Organizers for our schools.
 - Curriculum for your science and social studies is Fusion science/social studies.
- How will we get there...we will continue to honor the rigor of programs, Bell-to-Bell teaching, expectations of working hard, work with students to do peer-tutoring, continue to follow schedules.
- Incorporate Cornell Notes/AVID Strategies and IEFA into lessons.
- Help create independent vs. dependent learners by using Gradual Release of Learning.

- Instructional coaching is done by building principal weekly. Focus of previous week's PD will be monitored the next week. Non-negotiables will be added into walk-through form periodically.
 - Framework (beginning ((Bell Ringers)), ending ((Exit Tickets)), authentic literacy, effective instruction)
 - Formative assessment (Cold calling, random calling, lifeline, no opt-out)
 - Engagement, OTR
 - Authentic Literacy, MCCS, curriculum,
 - Differentiation and teaching multi-grades (PD with Babb teachers)
 - MBI, Olweus, (implement/plan/recognition), relationships, safety,
 - AVID strategies
 - Test taking skills/practice (SBAC)
 - District procedures/colony procedures
 - Project Based Learning
 - Principal/coaching weekly meeting please list day and time: Wednesdays at 4:00 pm (alternating schools).
- Assessment Plan (ie ISIP START, interims, common assessments): formative assessments daily and summative assessments (unit/story). SBAC is done in Spring yearly. Will see if we can get AR for reading; possibly get ISIP or STAR Math, and/or My Access.
- Instructional Rounds: will be looking into seeing if we can allow for teachers to travel to other rural school(s) to observe lessons.
- IEFA will be included in lesson plans and will be discussed during PD.
- Walk through schedule: done on Wednesdays with focus on past week's discussion
- SLT please list your meeting times and dates: TBA
- Grade level and/or department meetings please list times and dates: Same as PD dates.
- Wednesdays principal will be in buildings and will be running PD. Staff will do PD as they are able to.
- Ext. Wednesday schedule (can insert as attachment to this report)

ATTENDANCE MATTERS

- Where are we....
 - We had no students with more than 40 absences. We will discuss how we will be providing incentives for good attendance, lack of tardiness, etc.

SAFETY MATTERS

- Where we are...
 - MBI level, referral data, OSS data, ISS data
 - We are beginning to implement MBI. We will develop new Universals for Big Sky. Will make plan for MBI/Olweus lessons (Weekly on Wednesdays). Will meet with staff and discuss Fun Friday activities (monthly incentive).
 - We didn't have OSS last year, and had very few discipline incidents.
- What will we do...

- We will have meetings to discuss safety drills, procedures, and will discuss this with the German teachers as well. As a team, we will meet quarterly and will review policies, drills, and will discuss any new issues/concerns.

CULTURE MATTERS

- Where we are...
 - We value the culture of others and are going to learn about ourselves as well (including study of Hutterite history). We will be given the opportunity to have choice in writing assignments when possible.
- What will we do
 - We will honor the differences of others. And we have the right to be treated respectfully as an individual.
- How we will get there...
 - We will find suitable lessons to use with our schools.