

Schoolwide Strategy: Academic Conversations

Updated: 9/20/21



School Improvement Criteria	Coaching Look Fors / Success Criteria
<p>Attendance Increase the number of students consistently engaging in the learning environment.</p> <p>Establish and maintain an engagement incentive/recognition program.</p>	<ul style="list-style-type: none"> Weekly attendance team meeting to identify students without consistent engagement and work with families to address barriers. Staff provide positive feedback to support engagement. <p>See pgs. 30 -33 in BIPH – “Students are actively engaged and motivated ... Students are active participants in their learning. ... given opportunities to interact with each other and the teacher to enhance learning and maximize participation... given choices. Pacing is appropriate. Content is made meaningful and relevant to the student...”</p>
<p>MTSSB Increase the use of Effective Classroom Practices and school wide use of specific positive feedback.</p> <p>Increase the use of academic conversations and positive social emotional language by students and staff.</p>	<ul style="list-style-type: none"> Behavior expectations are taught, modeled, practiced & reinforced proactively Teachers will use a 4 to 1 positive to corrective ratio Paw Pats reinforce student behavior and motivation Amount of lost instructional time is reduced <p>See pgs. 6-15 in BIPH – “The classroom environment is supportive of learning. Teacher shows warmth, care, respect and fairness for all students. There is evidence of strong relationships between the teacher and students. A community of learners has been established. Overall, the room is inviting.”</p>
<p>Language Arts Increase students identified as On-Track, CCR (to 25%), At or Above grade level norm (to 35% ELA), and Meeting or Exceeding projected growth goals (to 50%).</p> <p>Increase the use of academic conversations and positive social emotional language by students and staff.</p>	<ul style="list-style-type: none"> Learning goals with embedded language objective Students engaged in academic conversations with peers Students and teacher value learning from each other and is expressed with positive social emotional language Core resources, online tools, and DL curriculum guides used consistently Student engage in independent reading and the OPS digital resources Daily intervention with targeted students includes use of district approved resources and regular progress monitoring <p>See pgs. 46-49 in BIPH – “Student learning increases when students are provided opportunities to clarify their thinking and practice new strategies with support from their teacher and/or peers... Independent reading builds fluency, increases vocabulary, and builds background.”</p>
<p>Math Increase students identified as On-Track, CCR (to 22%), At or Above grade level norm (to 28%), and Meeting or Exceeding projected growth goals (to 45%).</p> <p>Increase the use of academic conversations and positive social emotional language by students and staff.</p>	<ul style="list-style-type: none"> Learning goals with embedded language objective Students engaged in academic conversations with peers Students and teacher value learning from each other and is expressed with positive social emotional language Core resources, OPS digital resources, and DL curriculum guides used consistently Evidence of productive struggle, discourse, and bridging of academic language in each student’s interactive notebook <p>See pgs. 24-29 in BIPH – “Mathematics is a language, and as such must be encountered by reading, writing and speaking while emphasizing academic vocabulary, terminology, explanations, and justifying thinking in speaking and writing.”</p>
<p>Science Increase students identified as At or Above grade level norm (to 29%), and Meeting or Exceeding projected growth goals (to 51.6%).</p> <p>Increase the use of academic conversations and positive social emotional language by students and staff.</p>	<ul style="list-style-type: none"> Learning goals with embedded language objective Students engaged in academic conversations with peers Students and teacher value learning from each other and is expressed with positive social emotional language Core resources and DL curriculum guides used consistently Evidence of science and engineering practices and learning in each student’s interactive notebook <p>See pgs. 80-87 in BIPH – “Students frequently discuss, present, and write about possible hypotheses, predictions, analyses, findings, and ideas. Students include elements of the writing process in their lab reports, solutions to problem sets, and research findings.”</p>

