

Elementary School Name: Howard Kennedy Elementary Literacy Goal

**District Intended Summative Outcome:**

Increase the number of students identified as “On-Track” and “College and Career Ready” on NSCAS ELA Summative Assessment  
Students will increase by 5% compared to the previous year.

2018-2019 Achievement: 28%    Goal for 2019-2020: 33%

**School Literacy Goal:**

NSCAS Reading summative assessments, we will increase the percent of students who are identified as “On-Track” and “College and Career Ready” by 10% Spring 2019 rate 28%; Goal rate for Spring 2020 38%

**Students:**

- a. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 5 %. Spring 2019 rate **37.6%**; Goal rate for Spring 2020 50%
- b. For Spring ELA MAP Growth Assessment, 100% of ALL students will meet or exceed the projected growth goal from Fall to Spring. Spring 2019 rate **64%**; Goal rate for Spring 2020 **100%**

**Teachers:**

By the end of the year, 100% of our teachers will implement all instructional contexts of readers (Interactive Read Aloud, Shared Reading, Reading Mini-Lessons, Guided Reading, Book Clubs, Independent Reading, Group Share) and writers workshop (Writing Mini-Lesson, Independent Writing, Conferring, Group Share) with 80% of all look-fors evident.

**Literacy Vision:**

Students are provided authentic literacy learning opportunities that promote inquiry, strike curiosity, and require investigation, Students enjoy learning and use reflection as means to monitor their own progress. Because reflection is an important part of our learning process, students are in control of their own learning and a sense of ownership is evident.

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

Use the core resources -- Journeys, FPC, Being a Writer -- to plan and deliver instruction based on state standards (College and Career Ready, Assessment) through implementation of readers and writers workshop.

Provide students with authentic literacy opportunities on a daily basis that build rigor during students' independent time (College and Career Ready, Assessment).

Provide students with tiered instruction daily (Educational Opportunities and Access.)				
Use readers and writers workshop as a means to support PBL				
Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
<p>1. Implement the instructional contexts of reading (IRA, SR, RML, GR, IR, BC, and PWS) and writing workshop within <b>Tier 1</b> to teach priority standards to all students through an inquiry-based approach</p> <p>By the end of the year, 100% of our teachers will implement all instructional contexts of reading (Interactive Read Aloud, Shared Reading, Reading Mini-Lessons, Guided Reading, Book Clubs, Independent Reading, Group Share)</p>	<p>a. Teachers' lesson plans will show evidence of ELA standards and differentiated literacy strategies to address student needs.</p> <p>b. Teachers reflect on each instructional context within reading and writing workshop to respond to student needs</p> <p>c. Students engage in authentic and rigorous independent reading and writing opportunities</p> <p>d. Teacher goal setting and reflection derive from learning walks, look fors, and instructional context tracking form</p>	<p>a. Frequent coaching visits driven by professional learning calendar and/or teacher goal setting and need with feedback utilizing criteria from the Kennedy Literacy Look-For documents. (Learning Walks)</p> <p>b. Ongoing professional learning opportunities identified on learning walks, proficiency descriptors, and look for documents</p> <p>c. Quarterly lesson plan checks...evidence of preplanning and reflection</p>	<p>a. August – May</p>	<p>Quarter 1:</p> <p>a. First 8 Weeks – 100%</p> <p>b. SEL 72%</p> <p>c. IRA – 92%</p> <p>d. Guided Reading</p> <p>Quarter 2:</p> <p>a. Guided Reading (12 teachers self-assessment survey)</p> <p>Introduction – 100%</p> <p>Clear purpose – 92%</p> <p>Listen students read – 83%</p> <p>Take anecdotal notes – 58%</p> <p>Clear teaching point – 83%</p> <p>TP on rdg behaviors – 75%</p> <p>Comp. Conversation – 100%</p> <p>Word Work – 58%</p> <p>Extend the lesson – 58%</p> <p>Quarter 3:</p> <p>a. RML</p> <p>b. Independent Reading/Book Clubs</p> <p>Quarter 4:</p> <p>a. Shared Reading</p> <p>b. PWS</p>
<p>2. Collect <b>data</b> (MAP Growth, F&amp;P Benchmark, MAP Reading Fluency, SBA) to identify students in need of additional tiered support</p> <p>By the end of the year, 43% of our students will have meet grade level RIT on MAP Growth in Spring.</p>	<p>a. Teachers will identify students for Tier 2 and 3 support</p> <p>b. Teachers and literacy support staff will communicate with parents and/or guardian the level of support and progress for each child receiving a tiered intervention.</p>	<p>a. Monthly data meetings will determine movement in an out of tiered interventions</p>	<p>a. 3 times a year</p>	<p>a. Fall</p> <p>b. Winter</p> <p>c. Spring</p>

<p>3. Use PLC process to monitor student progress and ensure all students are demonstrating high levels of growth on formative and summative assessments</p> <p>By the end of the year, 100% of our students will have demonstrated growth on MAP Growth from Fall to Spring.</p>	<p>4. Teachers collect ongoing data for identified formative assessments</p> <p>5. Teachers will be making observation and taking anecdotal notes during each instructional context of readers and writers and workshop</p>	<p>a. Monthly Foundational Skill checks on individual skills identified on MRF (K-2 Reading Assessment)</p> <p>b. Monthly Standard-Based Assessments from Journeys 2017</p> <p>c. Guided reading level data (from benchmarking and/or running records) monthly at PLC</p> <p>d. Tier 2 Mastery Check Placement Assessment with Weekly Monitoring Checks</p> <p>e. Student work shared and analyzed as a part of the PLC process</p> <p>f.</p>	<p>a. Ongoing determined by student need</p>	<p>Each Quarter:</p> <p>a. Progress monitor PLC process</p>
<p>3. Implement <b>LLI, HD Word, Read Live, and district Mastery Checks</b> as <b>Tier 2</b> intervention for identified students</p>	<p>a. Teachers using reading records, mastery checks, and ORF progress monitoring to determine movement in and out of the tiered interventions</p>	<p>a. Reading records, mastery checks, and ORF progress will be reviewed monthly</p>	<p>a. Monthly</p> <p>b. As needed</p>	<p>Each Quarter:</p> <p>a. Reading Records</p> <p>b. Mastery Checks</p> <p>c. ORF Checks</p>
<p>4. Implement RGR, Quick Reads, and other supplemental resources as needed to support needs of student in <b>Tier 3</b></p>	<p>a. Literacy staff will use MAP Reading Fluency, RGR decoding surveys, and progress monitoring tools to identify and monitor progress of foundational skills for students in tier 3 intervention.</p> <p>b.</p>	<p>a. Literacy staff and Dean of Literacy will meet monthly to review data and determine effectiveness of resources</p>	<p>a. Bi-weekly</p> <p>b. As needed</p>	<p>Each Quarter:</p> <p>a. Foundational Skills Progress monitoring</p> <p>b. ORF Progress monitoring</p> <p>c. Decoding Survey</p>

intervention (literacy center)				
5. Meet monthly with literacy committee to support implementation of readers and writers workshop.	a. Literacy committee will collaborate to review the data to identify areas of strength and problems of practice to meet the needs of teachers identified from learning walks and each instructional context look for and tracking form to determine professional learning.	a. Look For Documents b. SIP Tracking form	a. Monthly	Quarter 1: e. First 8 Weeks f. IRA g. Guided Reading Quarter 2: b. Guided Reading Quarter 3: c. RML d. Independent Reading/Book Clubs Quarter 4: c. Shared Reading d. PWS
<b>Monitor and Adjust –</b>  1. Professional Learning Goal is monitored and adjusted after progress monitoring data (Kennedy Look For and SIP Tracking form) is reviewed monthly. 2. Communicate and discuss adjustments to instruction and progress toward professional learning goals at grade level and/or staff meetings. 3. Staff will be updated on progress towards the professional learning goal monthly during staff and/or grade level meetings. 4. Building Leadership Team meetings will focus on reviewing, monitoring, and adjusting the SIP plan.			<b>Budget/Resource Alignment (Title I schools)–</b>  What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?  Professional learning conferences – \$15,000  Potential ELA or Integrated Curriculum resource for 4-5 <sup>th</sup> grade - \$50,000	

Notes from SIP review: Add data to SIP Documents of strategies

Elementary School Name: Kennedy Mathematics Goal

**District Intended Summative Outcome:**

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. *Spring 2019 rate 19%; Goal rate for Spring 2020 29%*

**School Math Goals:**

**1. NSCAS Summative Goal**

For NSCAS Math summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 10%. *Spring 2019 rate 19%; Goal rate for Spring 2020 29%*

**2. MAP Interim Assessment Goals**

- a. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 5%. *Spring 2019 rate 42%; Goal rate for Spring 2020 52%*
- b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals. *Spring 2019 rate 61%; Goal rate for Spring 2020 100%*

**Vision:** In the Omaha Public Schools, all **teachers engage** students with **high quality math instruction**. Students **persevere** and thrive in **student centered** classrooms where **critical thinking and reasoning, collaboration, math discourse, conceptual understanding, procedural fluency**, and authentic **problem solving** are expected. Students believe in themselves as mathematicians and will leave OPS as empowered, **mathematically literate citizens**.

Educators and administrators believe that **all students can achieve** at the highest levels of math and hold themselves **accountable** for the success of every student. **Collaboration, data-driven** decision making, effective professional development, and **partnerships with family and community** are the means to ensure **all students** are prepared to excel in college, career, and life.

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

All students will receive mathematics instruction utilizing targeted high probability strategies specific to mathematics:

- 1. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle (College, Career, and Civic Ready)
- 2. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations (College, Career, and Civic Ready)
- 3. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process (Assessment)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
<p>1. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle</p>	<p>a. Students engage in high-quality tasks b. Teacher self-assessment c. High-quality tasks in lesson plans d. Evidence of use of task analysis guide.</p>	<p>a. Student artifacts show evidence of high-quality tasks in at least 75-90% of lessons b. Teacher self-assessments show implementation in at least 75-90% of lessons c. 90% of lesson plans checked and observed show evidence of high-quality task implementation</p>	<p>a. September, October, February, and April coaching visits b. October and February grade level meetings c. October and February lesson plan checks and coaching visits</p>	<p>Quarter 1: a. 50% of classrooms consistently have evidence of high-quality tasks b. 16% c. 50% Quarter 2: a. 58% of classrooms consistently have evidence of high-quality tasks b. 50% c. 66% Quarter 3: a. b. c. Quarter 4: a. b. c.</p>
<p>2. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations</p>	<p>a. Students engage in discourse b. Implementation of math discourse c. Discourse opportunities evident in lesson plans d. Teacher self-assessment e. Evidence in lesson plans for habits of mind (correlate with Nebraska process standards)</p>	<p>a. Student artifacts show evidence of discourse in at least 75% of lessons b. 75% of lessons observed show evidence of mathematical discourse c. Lesson plans show evidence of mathematical discourse in at least 75% of lessons d. Teacher self-assessment</p>	<p>a. November and March coaching visits b. September and March grade level or faculty meetings c. September lesson plan checks</p>	<p>Quarter 1: a. 50% b. 40% (50% in daily math fluency) c. 40% d. Discourse self-assessment will be done quarter 3 Quarter 2: a. 66% b. 65% (75% in daily math fluency) c. 50% d. Discourse self-assessment will be done quarter 3. Quarter 3: a. b. c. d. Quarter 4: a. b. c. d.</p>
<p>3. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc.</p>	<p>a. Students progress toward standards on district common assessments b. MAP data shows growth in number of students meeting growth goals and scoring</p>	<p>a. 80% of students score basic, proficient, or advanced b. 5% increase in number meeting growth goals and grade level norms from each test administration</p>	<p>a. As determined by A+ Curriculum Guides for each grade level</p>	<p>Quarter 1: a. Yes b. c. 80% (PLCs and monthly data meetings) Quarter 2: a. Yes</p>

<p>as a part of the instructional process</p>	<p>“at” or “above” the grade level norm c. Grade level or faculty meetings to analyze student performance on common assessments and adjust instruction as needed</p>	<p>c. 50%, or more, of grade level meeting agendas reflect time for staff to analyze assessment data</p>	<p>b. Fall, Winter, and Spring MAP assessments c. 1x per month or as determined by timing of assessments</p>	<p>b. c. 80% (PLCs and monthly data meetings) Quarter 3: a. b. c. Quarter 4: a. b. c.</p>
<p>4. Implementation of daily math fluency routines.</p>	<p>a. Daily implementation of daily math fluency lessons.</p>	<p>a. Classroom checks and coaching to monitor implementation.</p>	<p>a. Bi-weekly coaching visits</p>	<p>Quarter 1: 50%  Quarter 2: 83%  Quarter 3:  Quarter 4:</p>
<p><b>Monitor and Adjust –</b> Quarterly SIP Review meetings – 1. Review SIP goals, strategies and PD plan 2. Review progress monitoring measures and fidelity checks 3. Identify which progress monitoring measures were completed and achieved (provide evidence of success) 4. Identify which progress monitoring measures were not achieved (provide evidence of effort) 5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan 6. Conduct building walk identifying evidence of growth from previous quarter 7. Discuss adjustments needed to the plan After the SIP Review meeting - 1. Adjust SIP plan based after receiving input from staff 2. Upload adjusted plan to Instructional Leadership SharePoint 3. Send notes of SIP Review meeting to CIS leadership</p>		<p><b>Budget/Resource Alignment (Title I schools)–</b> What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?  <b>ST Math \$8,000</b>  <b>Daily Math Fluency for Lab &amp; 3<sup>rd</sup> Kinder</b></p>		

Add secondary language and how we are achieving the metrics. Add how

Conceptual  
Understanding  
Procedural

Use of OGAP Framework  
Big wins: Tier 2  
Goals: Discourse & Rigor

Elementary School Name: Howard Kennedy Elementary Science Goal

**District Intended Summative Outcome:**

Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments Science will increase compared to the previous year. *Spring 2019 rate 45%; Goal rate for Spring 2020 50%*

**School Science Goals:**

**1. NSCAS Summative Goal**

For NSCAS Science summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 5%. *Spring 2019 rate 45% Goal rate for Spring 2020 50%*

**2. MAP Interim Assessment Goals**

- a. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 5 %. *Spring 2019 rate 38%; Goal rate for Spring 2020 43%*
- b. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5 %. *Spring 2019 rate 61%; Goal rate for Spring 2020 100%*

**Science/ PBL Vision**

At Kennedy students are provided authentic science learning opportunities that encourage inquiry and require investigation using the science and engineering practices to demonstrate understanding of the disciplinary core ideas and make connections of crosscutting concepts across disciplines.

Through Project Based Learning (PBL) we engage the whole child from birth to 5<sup>th</sup> grade in proven, innovative, educational experiences in order to create 21<sup>st</sup> century learners that are prepared for college, career, and life.

**Strategies:**

All teachers will utilize the A+ Curriculum Guide, Evidence Statements and the core resource, Elevate science, to plan and deliver instruction based on Nebraska’s College and Career Ready Standards for Science:

- 1. Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts
  - Educational Opportunities and Access – Girls in STEAM,
  - College and Career Ready
  - Assessment
  - Educator Effectiveness
- 2. Students will utilize interactive notebooks to demonstrate science learning
  - Educational Opportunities and Access -
  - College and Career Ready



3. Provide and facilitate project-based learning or inquiry instruction for all students

- Positive Partnerships, Relationships & Student Success
- Educational Opportunities and Access
- College and Career Ready
- Assessment
- Educator Effectiveness

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
<p>1. Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts</p>	<p>a. Students engage in Science and Engineering Practices</p> <p>b. Lesson plans reflect three-dimensional learning and Elevate science</p> <p>c. Common summative assessments administered according to A+ Curriculum Guide</p> <p>d. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm</p> <p>e. Common formative assessments are selected, administered, and collaboratively discussed</p>	<p>a. Evidence observed during coaching visits 80% of the time</p> <p>b. Lesson plans show evidence 100% of the time</p> <p>c. <b>80%</b> of students score proficient, or advanced</p> <p>d. <b>5%</b> increase in number meeting growth goals and grade level norms from each test administration</p> <p>e. 80% of students score proficient or advanced</p>	<p>a. September</p> <p>b. September and January</p> <p>c. As determined by grade level pacing guides</p> <p>d. Fall, Winter, and Spring MAP assessments</p> <p>e. As determined by classroom teachers each quarter</p>	<p>Quarter 1:</p> <p>a. Evidence was observed 80% of the time in 50% of the classrooms</p> <p>b. 92% of lesson plans showed evidence of science</p> <p>c. PLC work</p> <p>d. 39% of 3<sup>rd</sup>-5<sup>th</sup> grade were proficient on Fall MAP assessment</p> <p>e. PLC work</p> <p>Quarter 2:</p> <p>a.</p> <p>b. 100% of classrooms taught science standards identified by the A+ Curriculum Guide</p> <p>c. PLC work</p> <p>d. 39% of 3<sup>rd</sup>-5<sup>th</sup> grade were proficient on Fall MAP assessment</p> <p>e. PLC work</p> <p>Quarter 3:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>Quarter 4:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p>
<p>2. Students will utilize interactive notebooks to demonstrate science learning</p>	<p>a. Science notebooks demonstrate learning</p> <p>b. Teacher self-assessment</p>	<p>a. Notebooks observed 50%-90% of the time during coaching visits</p> <p>b. 80% of teachers report use of science notebooks during instruction</p>	<p>a. End of each quarter</p> <p>b. End of each quarter</p>	<p>Quarter 1:</p> <p>a. 50% of classrooms utilized note booking</p> <p>b. 50% of classrooms utilized note booking</p> <p>Quarter 2:</p>

<p><b>Learning Logs – PBL</b></p> <p><b>Engineering Notebooks – Robotics &amp; Girls in STEAM</b></p> <p><b>*piloting</b></p>				<p>a. b. Quarter 3: a. b. Quarter 4: a. b.</p>
<p>3. Provide and facilitate project-based learning and/or inquiry-based instruction for all students</p>	<p>a. Project planner, lesson plans and calendar reflect the eight essential elements of a Gold Standard PBL</p> <p>b. Students are engaged using 21<sup>st</sup> century learning skills</p> <p>c. Each classroom offers one PBL opportunity per quarter</p>	<p>a. Tuning protocol, project planners, and lesson plans show evidence 100% of the time</p> <p>b. Evidence observed during coaching visits 80% of the time</p> <p>c. 100% of classrooms will complete a PBL each quarter</p>	<p>a. Protocols will happen before, during and end of each PBL</p> <p>b. As determined by the PBL project calendar</p> <p>c. End of each quarter</p>	<p>Quarter 1: a. 30% of PBLs were taken through tuning protocol. b. Present in project planner and observations of PBL classrooms c. 60% of classrooms completed a PBL</p> <p>Quarter 2: a. b. c. 100% of classrooms completed a PBL</p> <p>Quarter 3: a. b. c.</p> <p>Quarter 4: a. b. c.</p>
<p><b>Monitor and Adjust –</b></p> <p>Quarterly SIP Review meetings – <b>November 25<sup>th</sup></b></p> <ol style="list-style-type: none"> <li>Review SIP goals, strategies and PD plan</li> <li>Review progress monitoring measures and fidelity checks</li> <li>Identify which progress monitoring measures were completed and achieved (provide evidence of success)</li> <li>Identify which progress monitoring measures were not achieved (provide evidence of effort)</li> <li>Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan</li> <li>Conduct building walk identifying evidence of growth from previous quarter</li> <li>Discuss adjustments needed to the plan</li> </ol> <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> <li>Adjust SIP plan based after receiving input from staff</li> <li>Upload adjusted plan to Instructional Leadership SharePoint</li> <li>Send notes of SIP Review meeting to CIS leadership</li> </ol>		<p><b>Budget/Resource Alignment (Title I schools)–</b></p> <p><b>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</b></p> <p>54100 for supplies - \$5,000</p> <p>Professional Development - \$10,000</p> <p>53190 Contracted Services (Guest speakers for PBL events, STEAM Night) - \$5,000</p> <p>54630 Equipment - \$5,000</p> <p>56700 Conferences - \$15,000</p>		

PBL wins  
 Science Summative  
 Lesson Planning and lesson design  
 Science Logs and how to keep track and focus on PBL Logs to support  
 Keep notes in the quarterly results with little focus



Elementary School Name:     Kennedy MTSS-B    

**District Intended Summative Outcome:**

Promoting and increasing daily student achievement through fidelity of implementation of MTSS-B Tiers one and two to increase student's instructional minutes.

2018-2019 Achievement: 204 ODR's 2018-2019    Goal Achievement: 150 ODR's 2019-2020

**School MTSS-B Goal:**

**Teachers:**

Our school will increase the number of instructional minutes for students by increasing the fidelity of implementation of Tiers one and two.

**Student:** Our school will decrease the number of students with two or more office referrals by 10% and out of school suspensions by 20%

2018-2019 Achievement: Students with 2 or more ODR's =   40      OSS=           Goal Achievement:       

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

- Our school will establish and maintain a Tier 1 and Tier 2 Team to consist of the principal, dean, counselor, social worker, classroom teachers and other staff appointed by the principal. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- The Tier 1 Team will meet monthly to review behavior dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- The Tier 2 Team will meet two times a month to review behavior dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- Our school will establish and maintain a monthly and daily incentive/recognition promoting school expectations. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
- Our school will establish and maintain a Tier 1 and Tier 2 Team to	<ul style="list-style-type: none"> <li>a. Dean of Culture plans and facilitates monthly Tier 1 meeting</li> <li>b. Dean will plan and facilitate bi-weekly meetings around tier 2</li> </ul>	<ul style="list-style-type: none"> <li>a. Upload Monthly Big Five data dives into MTSS-B sharepoint</li> <li>b. Review current interventions and their effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>a. Weekly</li> <li>b. Quarterly (Nov. 1, 2019, Jan 10, 2020, March 20, 2020, May 28, 2020)</li> </ul>	Quarter 1 Classroom practices: 1 Class Expectations.82% 2 Classroom Procedures and Routines.60% 3 Encouraging Expected Behavior.50%

<p>consist of the principal, dean, counselor, social worker, classroom teachers and other staff appointed by the principal. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>	<p>c. Dean will plan and facilitate MTSS-B meetings around classroom practices d. 100 % Staff will utilize big 8 strategies daily e. All classroom, specialist, SPED and lab teachers proficient according to Classroom Practices Walkthrough Tool</p>	<p>c. Building administrators review Behavior Dashboard data with Principal Supervisor d. Tier 1 team will collect data weekly e. Monthly use and coaching until proficient around Classroom Practices Walkthrough Tool</p>	<p>c. Quarterly (Nov. 1, 2019, Jan 10, 2020, March 20, 2020, May 28, 2020) d. Every 20 days e. All teachers proficient by October catch of 2 or more referrals.</p>	<p>4 Discouraging Unexpected.45% 5 Active Supervision. 80% 6 Opportunities to Respond.60% 7 Activity Sequencing. 65% 8 Task Difficulty. 65%</p> <p>Quarter 2: 1 Class Expectations.100% 2 Classroom Procedures and Routines.85% 3 Encouraging Expected Behavior.60% 4 Discouraging Unexpected.74% 5 Active Supervision. 74% 6 Opportunities to Respond.92% 7 Activity Sequencing. 92% 8 Task Difficulty. 56%</p> <p>Quarter 3: Quarter 4:</p>
<p>Implement Student Recognition Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>	<p>a. Staff engage daily with Dojo points b. Recognition of students' class weekly and quarterly.</p>	<p>a. Using the Behavior and Tier 2 intervention data to select students to participate in individualized point interventions.</p>	<p>a. Sept.6<sup>th</sup> (Select students) and monitor bi-monthly.</p>	<p>Quarter 1: 36,000 Quarter 2: 52,231 Quarter 3: Quarter 4:</p>
<p><b>Monitor and Adjust –</b></p> <ol style="list-style-type: none"> <li>1. Conduct monthly Tier 1 meetings</li> <li>2. Conduct bi-weekly Tier 2 Team Meetings and identify students to support</li> <li>3. Conduct Monthly SSL/Designee training to support district attendance focus</li> <li>4. Monitor and process tiger ticket counts and goal achievement</li> </ol>			<p><b>Budget/Resource Alignment (Title I schools)–</b></p> <p>What Title I and MTSS-B expenditures will you make and how do they align to your SIP goals, strategies and PD plan? 2,970 for kindness retreat</p>	

Add student goals and quantify goals.  
The number of students graduation from tiers

School Name: Kennedy Wellness

**School Improvement Plan Growth Goals**  
**2019-2020**

**District Intended Wellness Outcomes:**

Increase the number of wellness strategies implemented district-wide by 2%.

**School Wellness Goal Samples:**

- Provide opportunities for families to increase their awareness of healthy eating.
- Increase access to physical activity by offering 15 minutes of activity in addition to scheduled PE time during the school day.
- Provide students a safe route to and from school

**Strategy(ies) (AQUESTT Tenets/AdvancEd after each strategy):**

**Nutrition Standards**

- Compliance with required Smart Snack guidelines (no food sold from midnight to 30 minutes after dismissal that does not meet the Smart Snack requirement, food label entry into [www.healthiergeneration.org/calculator](http://www.healthiergeneration.org/calculator) to determine Smart Snack compliance)
- No food or beverages sold from midnight to 30 minutes after dismissal on a school day unless the food or beverage sold meets the requirement food label entry in [www.healthiergeneration.org/calculator](http://www.healthiergeneration.org/calculator) used to determine Smart Snack compliance

**Nutrition Education:**

- Educate staff, students, and families about food labels (e.g., showing the amount of sugar in a cup of juice, displaying the calories and nutrition in soft drinks and energy drinks, etc.)
- Provide reminders about the benefits of increasing water consumption
- Offer fruit as an alternative to carbohydrate snacks as a treat or snack
- Increase the focus on farm rather than factory prepared foods
- Provide recommended list of healthy snack choices to students, staff, parents, and administrators
- Explain the importance of menu planning and food prep in eating right and avoiding impulse eating
- Discuss the use of a food diary to track the intake of all foods and their calorie and carb status
- Discuss alternative food choices that will assist in enjoying celebrations without interfering with healthy eating
- Invite a dietician from OPS or a grocery store to discuss healthier eating with students and/or staff members
- Provide opportunities for families to increase their awareness of healthy eating by having a wellness table at Parent/Teacher Conferences.

**Physical Activity:**

- Provide extra gym/recess time as a reward for good attendance
- Offer recess before lunch
- Establish walking groups for staff and/or students
- PE Teacher provides instruction to school staff on games that include physical activity and can be used with students inside or outside in addition to PE time
- Allow students time for movement throughout the day (e.g., brain breaks)

**School Based Activities that Relate to Nutrition and Physical Activity (i.e., General Wellness):**

- Present general health and wellness information at regular staff meetings (e.g., stress management, benefits of walking, how to read a nutrition label, etc.)
- Promote health and wellness messages in school communications (e.g., school newsletter, website, etc.)
- Avoid scheduling clubs or activities during lunch so students and staff members can enjoy a relaxing lunch

**Success Criteria:**

- Increase number of participants in the school's identified wellness activity
- Increase number of wellness activities offered to students and/or staff members during the school year

**Monitoring Progress: (Documentation should be kept in the Wellness Binder)**

- Agendas, sign in sheets, and meeting minutes from school wellness committee meetings
- Wellness Activity Documentation (e.g., number of staff members who participated in a staff meeting in discussion of a wellness topic.)

Work will live well Omaha to identify safe pathways to school in our community

**Monitor and Adjust:**

Monthly check

Elementary School Name: Kennedy Attendance GOAL

**District Intended Summative Outcome:**

Promoting and increasing daily student attendance, our district will increase the number of students in the NOT CHRONIC (green) domain by 2%.

2019-2020 Achievement: \_\_\_\_\_ Goal Achievement: \_\_\_\_\_

**School Attendance Goal:**

Our school will increase the number of students in the NOT CHRONIC (green) domain by 5%. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95.

2018-2019 Achievement: 92% Goal Achievement: 97%

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

- Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- Implement Success Mentoring Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- In Class Today (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- Partner with Success Mentors Program

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal. (AQuESTT:	a. SSLs plan and facilitate weekly attendance meeting b. Attendance Team members attend weekly Attendance Meetings and complete assigned tasks	a. Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint. b. Review Chronic Absenteeism by School Dashboard data showing a .25% increase per quarter	a. Weekly b. Quarterly (Nov. 1, 2019, Jan 10, 2020, March 20, 2020, May 28, 2020) c. Quarterly (Nov. 1, 2019, Jan 10, 2020, March 20, 2020, May 28, 2020)	Quarter 1: a. Greater % of Non chronic students compare to 18-19 b. 51.85% Not Chronic (+7) c. 20.88 At risk d. 18.8 moderate e. 8% severe Quarter 2: 11/4/18



<p>Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>	<p>c. Building Leaders attend SSL Facilitated Attendance Meetings</p>	<p>c. Building administrators review Attendance Dashboard data with Principal Supervisor</p>		<p>Green - 56.14% 128 kids - Yellow 21.05% 48 kids</p> <p>Orange 17.54% 40 kids</p> <p>Red 5.26% 12 kids</p> <p>Jan 13, 2020 a. 44% Not Chronic (+3) b. 25.44% at Risk c. 21.20 moderate d. 8.8 severe</p> <p>Quarter 3: a. b. c.</p> <p>Quarter 4: a. b. c.</p>
<p>2. The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>	<p>a. School Counselors make phone calls to parent/guardian of students who have reached 5 day milestone and document in Student Services contact log b. SAMPLE: Attendance Team Members/Staff work with students and families to remove attendance barriers</p>	<p>a. Review Attendance Dashboard Data during weekly Attendance Team Meeting. b. Review Attendance Dashboard data quarterly at team meetings- Quarter1, Q2, Q3, and Q4 c. Review attendance barriers identified by parent/guardians to school counselor and how to address these barriers.</p>	<p>a. Weekly b. Quarterly (Nov. 1, 2019, Jan 10, 2020, March 20, 2020, May 28, 2020) c. Weekly</p>	<p>Quarter 1: a. Interventions in place b. Decrease in chronic kids, but moderate is creeping up. c. d.</p> <p>Quarter 2: 11/4/18 Green - 56.14% 128 kids - Yellow 21.05% 48 kids</p> <p>Orange 17.54% 40 kids</p> <p>Red 5.26% 12 kids</p> <p>a. b. c. d.</p> <p>Quarter 3: a. b. c. d.</p> <p>Quarter 4: a. b. c. d.</p>

<p>3. Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>	<p>a. Staff engage daily with students promoting and recognizing attendance b. Teachers/Staff use methods to ensure all students feel welcome c. Teachers provide positive feedback to support daily attendance and promote future attendance d. Daily and Weekly Announcements provide attendance awareness and recognition</p>	<p>a. By the end of the first quarter, 80% of teachers will have a classroom incentive/recognition program and by the end of 3<sup>rd</sup> quarter 90% of teachers. b. SSLs provide professional development quarterly at staff trainings c. Review Attendance Dashboard Data during weekly Attendance Team Meeting</p>	<p>a. Nov, 1, 2019, March 20, 2020 b. Quarterly</p>	<p>Monthly recognition program school wide.  At each monthly recognition classes have been recognized for the highest number of students on time at school. Highest percent was 98%</p>
<p>4. Implement Success Mentoring Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>	<p>a. Staff engage daily with students promoting and recognizing attendance b. Recognition of students' attendance daily and achieving personal goal or Strive for 95 goal.</p>	<p>a. Using the Attendance Dashboard, select students to participate in Attendance Mentor Programs.</p>	<p>a. August 1 (Select students) and monitor bi-monthly.</p>	<p>Quarter 1: a. Success mentors off to a great start 5 mentors (6 students) Quarter 2:  Popping in attendance competition for K. This grade level indicated the most support.  a. Quarter 3: a. b. c. Quarter 4: a. b. c.</p>
<p>5. In Class Today (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>		<p>a. Review Attendance Dashboard Data during weekly Attendance Team Meeting</p>		<p>On going : Parent meetings are being held to identify barriers to students arriving on time.</p>
<p><b>Monitor and Adjust –</b></p> <ol style="list-style-type: none"> <li>1. Conduct Weekly Attendance Team Meetings and identify barriers to attendance</li> <li>2. Conduct Weekly Attendance Team Meetings and identify students in each domain to support</li> <li>3. Conduct Monthly SSL/Designee training to support district attendance focus</li> <li>4. Monitor and process attendance milestones and County Attorney Referrals</li> <li>5. Ensure fidelity of weekly attendance team meetings through uploading of Attendance Template to Instructional Leadership SharePoint</li> </ol>			<p><b>Budget/Resource Alignment (Title I schools)–</b></p> <p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p>	

**OPS School Improvement Plan**  
**2019-2020**



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| <ol style="list-style-type: none"><li>6. SSLs and Administrative staff provide updated attendance awareness and information based on attendance data at all School Staff Meetings and/or Team Meetings</li><li>7. Counselors Conduct yearly PLP meetings with students</li><li>8. Social Workers monitor and adjust available resources based on student attendance data</li><li>9. SSLs attend diversion meetings as requested by Juvenile Assessment Center</li><li>10. Conduct Collaborative Attendance Improvement Plan meetings with Attendance Team, student, parent/guardian</li><li>11. SAMPLE: Conduct quarterly meetings with Principal Supervisor to review building progress and put supports in place</li></ol> |  |
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