**Elementary School Name:** Howard Kennedy Elementary

<table>
<thead>
<tr>
<th><strong>District Intended Summative Outcome:</strong></th>
<th>Increase the number of students demonstrating proficiency and growth on state ELA assessments.</th>
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</thead>
<tbody>
<tr>
<td><strong>School ELA Goal:</strong> All students will receive the guaranteed and viable ELA curriculum as written in the A+ OPS Curriculum Guides using a balanced literacy approach.</td>
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<tr>
<td><strong>Literacy Vision:</strong> Students are provided 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.</td>
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**Strategies with AQUESTT Tenets:**
- Use the core resources -- Journey, Being a Writer -- to plan and deliver instruction based on state standards (College and Career Ready, Assessment).
- Provide daily guided reading instruction using the Fountas and Pinnell Framework for Guided Reading (College and Career Ready, Assessment).
- 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.).

**Success Criteria:**
- Teachers’ lesson plans will convey daily ELA instruction based on the A+ OPS Curriculum Guides.
- Teachers will identify a clear, measurable learning goal to be referenced throughout the lesson with frequent checks for understanding.
- Teachers’ lesson plans reflect evidence of high probability literacy strategies to meet the demands of the College and Career Ready ELA Standards.
- Teachers utilize the components of the Fountas and Pinnell Framework when planning and implementing guided reading instruction.
- Students receive daily opportunities for higher level reading and thinking during whole group instruction through the use of Close Reading strategies.
- Students engage in daily opportunities for independent reading and rigorous literacy.

**Progress Monitoring:**
- NWEA MAP Assessment growth: Fall, Winter, and Spring.
- AIMS WEB Assessment growth: Fall, Winter, and Spring.
- Required summative Theme Assessments (per the A+ OPS Curriculum Guides) from Journeys
- Guided reading level data (from benchmarking and/or running records) quarterly at PLC
- Quarterly lesson plan checks.
- Frequent coaching visits with feedback utilizing criteria from the OPS “Literacy Look-Fors” document.
- Artifacts/student work related to high probability literacy strategies and Close Reading shared and analyzed at grade level meetings.
- 6 minute solutions
Monitor and Adjust –

- Goal is monitored and adjusted quarterly after progress monitoring data is reviewed.
- Communicate and discuss adjustments to instruction and progress toward goals at grade level and/or staff meetings.
- Staff will be updated on progress towards the goal once per quarter during staff and/or grade level meetings.
- Building Leadership Team meetings will focus on reviewing, monitoring, and adjusting the SIP plan.

District Intended Summative Outcomes:
Increase the number of students demonstrating proficiency and growth on state Math assessments.

School Math Goal: All students will receive a guaranteed and viable Math curriculum as written in the A+ OPS Curriculum Guides using mathematics instruction that utilizes targeted, high probability mathematics strategies.

School Math Vision: All students are engaged in high quality math instruction each day. Students learn how to persevere and thrive in student center classrooms where critical thinking and reasoning, collaboration, math discourse, conceptual understanding, procedural fluency and authentic problem solving is expected. Students believe in themselves as mathematicians and will leave OPS as empowered, mathematically literate citizens.

Strategies with AQUEST Tenets:

- Provide daily cumulative review to foster mastery and retention of math content (Educational Opportunities and Access).
- Provide opportunities for students to share their mathematical thinking and to connect their thinking to multiple representations (College and Career Ready).
- Provide students with authentic math opportunities on a daily basis that build rigor during students’ independent time (College and Career Ready, Assessment).

Success Criteria:

- Teachers’ lesson plans will convey daily math instruction based on the A+ OPS Curriculum Guides.
- Teachers will identify a clear, measurable learning goal to be referenced throughout the lesson with frequent checks for understanding.
- Teachers’ lesson plans reflect evidence of high probability math strategies to meet the demands of the College and Career Ready Math Standards.
- Teachers’ lesson plans show evidence of utilizing concrete, pictorial, and abstract (CPA) representations and multiple methods/strategies.
- Students engage in rigorous daily opportunities for inquiry and discovery in mathematics in a numeracy-rich environment.
- Meet with teachers regularly to determine core math idea and how CMI aligns vertically to other grade levels.

Progress Monitoring:

- NWEA MAP Assessment growth: Fall, Winter, and Spring.
- Required formative and summative assessments (per the A+ OPS Curriculum Guides) from GO Math!
- AIMS WEB Data
- Quarterly lesson plan checks.
- Frequent coaching visits with feedback utilizing criteria from the OPS “Math Look-Fors” document.
- Artifacts/student work related to high probability math strategies shared and analyzed at grade level meetings
  - Data Snaps
  - Peer observation

Monitor and Adjust –

2/22/19
**OPS School Improvement Plan**  
2018-2019

- Goal is monitored and adjusted quarterly after progress monitoring data is reviewed.
- Communicate and discuss adjustments to instruction and progress toward goals at grade level and/or staff meetings.
- Staff will be updated on progress towards the goal once per quarter during staff and/or grade level meetings.
- BLT meetings will focus on reviewing, monitoring, and adjusting the SIP plan.

**District Intended Summative Outcomes:**
Increase the number of students demonstrating proficiency and growth on state Science assessments

**School Science Goal:** All students will receive the guaranteed and viable Science curriculum as written in the A+ OPS Curriculum Guides using instruction designed to support 3-Dimensional Learning.

**Strategies with AQUESTT Tenets:**
- Provide students with frequent opportunities to utilize science and engineering practices during science instruction to support mastery of their grade level core ideas (College and Career Ready, Assessment, Educational Opportunities and Access).

**Success Criteria:**
- Teachers' lesson plans will convey science instruction based on the A+ OPS Curriculum Guides.
- Teachers' lesson plans reflect science and engineering practices during all science lessons.
- Teachers will identify a clear, measurable learning goal to be referenced throughout the lesson with frequent checks for understanding.

**Progress Monitoring:**
- Required Elevate Science formative and summative assessments (per A+ OPS Curriculum Guides) quarterly at grade level meetings.
- Quarterly lesson plan checks.
- NWEA MAP Assessment growth (3rd-5th): Fall, Winter, and Spring.

**Monitor and Adjust –**
- Goal is monitored and adjusted quarterly after progress monitoring data is reviewed.
- Communicate and discuss adjustments to instruction and progress toward goals at grade level and/or staff meetings.
- Staff will be updated on progress towards the goal once per quarter during staff and/or grade level meetings.
- BLT meetings will focus on reviewing, monitoring, and adjusting the SIP plan.
### District Intended Behavior Outcomes:
Engage in ongoing data-based decision-making and solution planning to decrease exclusionary discipline practices

### School MTSS-B Goal:
Reinforce MTSS-B Tier 1 practices and systems with fidelity based on Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) data.

100% of the Howard Kennedy certified staff will be proficient with implementation of 80% (4 of the 5) Tier 1 positive behavior support (PBIS) interventions by Spring 2018.

### School Vision:
Kennedy students will develop the necessary skills to become self-regulators and develop social-emotional skills to be engaged learners in school each day.

### Strategy(ies) (add AQUESTT Tenets after each strategy):
- Utilize schoolwide behavior expectation matrices, lessons, and visual rubrics to strengthen and maintain Tier 1 practices (Positive Partnerships, Relationships and Success).
- Develop and use the MTSS-B Action Plan to guide and document implementation of procedures to support continuing areas of need in Tier 1 (Positive Partnerships, Relationships and Success).
- Utilize lessons from Second Step to foster students’ self-regulation and emotional control to prepare for Tier 2 (Positive Partnerships, Relationships and Success).

### Success Criteria:
- Staff will reinforce Tier 1 through the consistent use of MTSSB school-wide expectation lessons and visuals.
- Staff will use the school-wide acknowledgement system Class dojo to reinforce student behavior with positive feedback.
- Teachers’ classroom practices will reflect continued attention to effective classroom practices that support appropriate behavior by discouraging inappropriate behavior, encouraging expected behavior through specific positive feedback, providing students with varied opportunities to respond, and adjusting task difficulty.
- Teachers will support the implementation of Tier 2 through the consistent use of Second Step during morning meetings.

### Progress Monitoring:
- Dojo Data
- PAC room data and office referral data from the OPS Behavior Dashboard.
- Frequent coaching visits providing feedback on positive to corrective ratio, student opportunities to respond, and adjustments in task difficulty.
- Monthly walk throughs on Positive Specific Feedback
- Peer observations
### District Intended Attendance Outcomes:
Promote and increase daily student attendance and reduce lates throughout the school year.

School Attendance Goal: Our school will reduce the percentage of students missing 5% (about 9 days) or more of the school year by 2%.

<table>
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<tr>
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<td>- Our school will establish and maintain an Attendance Team to consist of the principal, dean, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal (Positive Partnerships, Relationships and Success)</td>
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<td>- The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports (Positive Partnerships, Relationships and Success)</td>
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<td>- Implementation of Attendance Mentoring Program (Positive Partnerships, Relationships and Success)</td>
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<tr>
<td>- Team will implement an attendance incentive program [Strive for Ninety-Five] wherein classes with excellent attendance are recognized (Positive Partnerships, Relationships and Success)</td>
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<td>- Establish and maintain an Attendance Team to consist of the principal, assistant principal, counselor, social worker, attendance secretary and other staff appointed by the principal</td>
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<td>- Attendance Dashboard</td>
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<td>- Weekly attendance team meetings</td>
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<td>- Counselor small groups</td>
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<td>- SAT Meetings</td>
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<td>- Small group mentors</td>
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- Continuous training on Tier 1 expectations

**Monitor and Adjust**
- Goals are monitored and adjusted quarterly after progress monitoring data is reviewed.
- Monitor and encourage the use of the school-wide acknowledgement system.
- Develop a professional development schedule to address areas of concern.
### District Intended Wellness Outcomes:
Increase the number of wellness strategies implemented district-wide

### School Wellness Goal: Increased participation in nutrition initiatives throughout the school year.

### Strategy: Utilize school and community resources to address issues regarding the health and well-being of our community.

### Success Criteria:
- Student participation in the Fresh Fruit and Vegetable Program increases throughout the year.
- Teachers’ integration of Fresh Fruit and Vegetable Program information into lessons increases throughout the year.

### Progress Monitoring:
- Wellness committee will meet quarterly to assess the effectiveness of the Fresh Fruit and Vegetable Program.
- 100% of students will receive the following wrap around services:
  - Tooth Mobile
  - UNMC varnish and fluoride treatments (2nd, 3rd and 5th grades)
  - Creighton Dental students teaching proper tooth brushing & flossing (3rd & 4th grades)
  - Mental health services for students
  - Social services for families, students
  - Safety: School wide safety newsletter 3 times a year, covering wide array of safety topics, i.e., neighborhood, house, walking & crossing streets, car, bike, etc.
  - Vision van

Monitor and Adjust –
- Wellness committee will meet quarterly to assess the effectiveness of the Fresh Fruit and Vegetable Program and make adjustments as necessary.
- Staff will receive program updates via the usual staff communication channels.
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<th><strong>District Intended Early Childhood Outcomes:</strong></th>
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<td>Increase the number of students prepared to enter kindergarten emotionally and academically.</td>
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<th><strong>School Early Childhood Goal:</strong> To provide high-quality, standards based instruction through researched-based practices in all early learning classrooms.</th>
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<td>- Early learning teachers will use interactive read alouds (for fiction and non-fiction) and number talks to support language and literacy development.</td>
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<td>- 80% of preschool students will meet on 6 of the 9 objectives/dimensions in the Social Emotional domain of the Gold Assessment.</td>
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<td>- 80% of preschool students will meet on 6 of the 9 objectives/dimensions in the Social Emotional domain of the Gold Assessment.</td>
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<td>- 100% of the early learning teachers will be proficient in the use of interactive read alouds.</td>
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<td>- Develop a professional development schedule to address areas of concern.</td>
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- Monthly proficiency check by the Dean of Early Learning
- Coaching data
- Quarterly leadership team instructional rounds/proficiency check