OPS School Improvement Plan
2021-2022
Middle School: <u>Nathan Hale Magnet Middle School</u>

OMAH**A** Public Schools

<u>**Academic**</u>

**Notes district priority

<u>District Vision</u>	<u>District Mission</u>
Every student. Every day. Prepared for success.	Omaha Public Schools prepares all students to excel in college, career, and life.
<u>District Intended Outcome:</u>	<u>School Intended Outcomes</u> *Increase student proficiency on NSCAS summative assessment by 3%* 1. *ELA: 2019 - 2020 Achievement 23.5% 2021-2022 Goal Achievement: 27%* 2. ***Math: 2019 - 2020 Achievement: 18.4% 2021-2022 Goal Achievement: 21.5%* 3. *Science: 2019 - 2020 Achievement: 31.3% 2021-2022 Goal Achievement: 34.5%*
<u>School Vision</u> **Where Learners Today Make Leaders Tomorrow.**	<u>School Mission</u> **The mission of Nathan Hale Magnet Middle School is to achieve academic growth and create a community of productive citizens that competes globally.**

<u>School Academic Goal:</u> **Teachers will align learning goals in the delivery of instruction, learning activities, and assessments daily.**
<u>School Department Goals</u> **School Data Walks provide data supporting increase in effective use of learning goals that increase achievement.** **-By the end of 2021-22, 100% of classrooms will have a posted learning goal (in student friendly terms) daily with instruction, activities, and assessment aligned to the learning goal. Learning goal will be stated throughout instruction and all students are able to relate learning goal to instruction.** **Departments will institute aspects of PLC model and tools to help them focus meetings and dialogue on standards.**
<u>Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):</u> **-Instruction, Activities, and Assessment align to learning goal that are stated in student friendly terms.** **(AQuESTT: College, Career, and Civic Ready + Assessment   AdvancED: Learning Capacity)** ---Lesson Plan/Coaching Reviews and Feedback ---School Data Walks using the ELEOT observation tool w/feedback ---PD based on alignment of learning goals ---Leveled questions (Blooms) flipbook

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.

- Learning Goals are restated by students and referred to multiple times throughout the lesson
 	
- **Departments/PLC are having more of the focused curriculum conversations**
- **New teacher meetings should focus on classroom academic expectations**
    o **Focus on learning goals**
- **Coaching visits**
    o **Utilizing data walks and sharing findings with staff**
- **How do we keep our focus on SIP plan?**
    o **Sold in August to staff to increase buy-in**
    o **Embedding SIP focus in all staff and department meetings**
    o **Incorporating the why of the PD we are using when we present to staff**
- **Incorporate a focus on standards as well to help teachers maintain the relationship between learning goal**
- -Learning goal posted in the classroom and clearly visible to students
- Learning Goals are clear and measurable and in student friendly terms
- -School Data Walks provide data supporting increase in effective use of learning goals.
- -Increase in achievement as evident on formative and summative assessment, MAP, and NSCAS
	For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as "At" or "Above" grade level norm by 5.2%.
	
	For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as "meeting" or "Exceeding" projected growth goals by 5.5%.
	
	- Evaluation of student work monthly department meetings
	
	- Coaching visits frequently and ongoing
	
	- Course failure rates
	
	- MAP growth from Fall to Winter to Spring
	
	  • Look at Student Profile Report: In the past, this report was used to goal set with students
	    o Strategies to create and increase student buy-in
	  • Utilize Class breakdown report, which will help teachers identify strengths and deficiencies for students.
	    o What can we have the focus be every week?
	
	-School Data Walks provide data supporting increase in effective use of learning goals that increase achievement weekly. By the end of 2021-22, 100% of classrooms will have a posted learning goal (in student friendly terms) daily with instruction, activities, and assessment aligned to the learning goal. Learning goal will be stated throughout instruction and all students are able to relate learning goal to instruction.

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action. At next meeting dive into this portion	
QUARTER 1 -School Data Walk weekly w/feedback. -Professional Development monthly based on learning goals and alignment of instruction, activities, and assessment + MAP data. PD will be adjusted based on progress. -Coaching visits with emphasis on posted learning goal daily with instruction, activities, and assessment aligned to the learning goal. Learning goal will be	**QUARTER 2** -School Data Walk weekly w/feedback. -Professional Development monthly based on learning goals and alignment of instruction, activities, and assessment + MAP data. PD will be adjusted based on progress. -Coaching visits with emphasis on posted learning goal daily with instruction, activities, and assessment aligned to the learning goal. Learning goal will be

stated throughout instruction and all students are able to relate learning goal to instruction**.** -Formative and Summative Assessments + checks for understanding mirror posted and stated learning goals. -Building leaders review lesson plans and determine what additional professional learning is needed for constructing learning goals	stated throughout instruction and all students are able to relate learning goal to instruction. -Formative and Summative Assessments + checks for understanding mirror posted and stated learning goals. -Building leaders review lesson plans and determine what additional professional learning is needed for constructing learning goals -Reconcile MAP data with Academic SIP goals to make predictions on how the data can assist is achieving our goals.
QUARTER 3 -School Data Walk weekly w/feedback. -Professional Development monthly based on learning goals and alignment of instruction, activities, and assessment + MAP data. PD will be adjusted based on progress. -Coaching visits with emphasis on posted learning goal daily with instruction, activities, and assessment aligned to the learning goal. Learning goal will be stated throughout instruction and all students are able to relate learning goal to instruction**.** -Formative and Summative Assessments + checks for understanding mirror posted and stated learning goals. -Building leaders review lesson plans and determine what additional professional learning is needed for constructing learning goals	**QUARTER 4** -School Data Walk weekly w/feedback. -Professional Development monthly based on learning goals and alignment of instruction, activities, and assessment + MAP data. PD will be adjusted based on progress. -Coaching visits with emphasis on posted learning goal daily with instruction, activities, and assessment aligned to the learning goal. Learning goal will be stated throughout instruction and all students are able to relate learning goal to instruction. -Formative and Summative Assessments + checks for understanding mirror posted and stated learning goals. -Building leaders review lesson plans and determine what additional professional learning is needed for constructing learning goals

Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?
-Professional development with speakers, staff book studies, and professional conference attendance aligned with learning goals. -Student Recognition funding

Attendance

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District Attendance Intended Outcomes:
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: 41% 2020-2021 Goal Achievement: 53.8%

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School Attendance Goal:
Our school will increase the number of students in the NOT CHRONIC (green) domain by 2%. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95.
2019-2020 Achievement: __51.8%____   ___ 2020-2021 Goal Achievement: __53.8%_____

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Strategy(ies) (add AQuESTT Tenets/AdvancEd 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)
- 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)

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Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	**Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.**
- Staff engage daily with students promoting and recognizing attendance - Teachers/Staff use methods to ensure all students feel welcome - Teachers provide positive feedback to support daily attendance and promote future attendance - Teachers record attendance daily and immediately following start bell - Secretarial staff record attendance daily and immediately per BOE Policy - SSLs plan and facilitate weekly attendance meeting - Attendance Team members attend weekly Attendance Meetings and complete assigned tasks - Building Leaders attend SSL Facilitated Attendance Meetings - SSLs attendance and presenting attendance information at staff meetings - School Counselors make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services Contact log - Increase students in regular attendance missing less than 9 days a year. - Students previously with chronic absences and tardies increase daily attendance. - Increase in all school daily attendance percentage. - Students are on time to class with less than 7 tardies in a quarter. - Increase in school and parent communication with advanced notice of absence and work is collected for student. - Decrease in student suspensions due to behavior incidents.	- Review Attendance Dashboard data during weekly Attendance Meeting - Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint - Attendance Dashboard data review weekly - School Counselor, Social Worker, Administrator, SSL Meetings - Aesop Data - Notes from Weekly Attendance Team Meetings - Notes from SAT Meetings - Notes from Attendance Mentor Meetings - Notes from School Counselor & Social Worker small groups - Team Meeting Attendance Review - Collaboration with Urban League YAN, GOALS, and other community agencies

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.

• Conduct Weekly Attendance Team Meetings and identify barriers to attendance • Conduct Weekly Attendance Team Meetings and identify students in each domain to support • Conduct Monthly SSL/Designee training to support district attendance focus • Monitor and process attendance milestones and County Attorney Referrals • Ensure fidelity of weekly attendance team meetings through uploading of Attendance Template to Instructional Leadership SharePoint • SSLs and Administrative staff provide updated attendance awareness and information based on attendance data at all School Staff Meetings and/or Team Meetings	• Counselors Conduct yearly PLP meetings with students • Social Workers monitor and adjust available resources based on student attendance data • SSLs attend diversion meetings as requested by Juvenile Assessment Center • Conduct Collaborative Attendance Improvement Plan meetings with Attendance Team, student, parent/guardian • Weekly Attendance Team Meetings • Quarterly District Attendance Team Meeting • SAT Meetings • School Counselor & Social Worker small groups • Attendance Mentor meetings

Multi-Tiered System of Support for Behavior

District Intended Summative Outcome:
Increase the use of MTSS-B Essential Components and Effective Classroom Practices to increase learning time and improve classroom behavior. Resolutions for events entered in Infinite Campus will be reduced by 3% using the Behavior Dashboard. (District-wide, resolutions decreased by 3% during the 20-21 school year.)
School MTSS-B Goal: **Tier 1**- Increase the use of Effective Classroom Practices and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). Schools will show a minimum increase of 10% in each SAS system: Schoolwide, Non-Classroom and Classroom. 10% is a sign of deliberate change of practice on an anonymous self-assessment. **Tier 2**- Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents. 80% of the students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard.

Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):
- **School-wide MTSS-B lessons implemented in Advisory at least two times per week.**
   (AQuESTT: Positive Partnerships, Relationships, and Success   AdvancED: Leadership)
- **MTSS-B instruction integrated daily in classroom lessons and all settings.**
   (AQuESTT: Positive Partnerships, Relationships, and Success   AdvancED: Leadership)

Strategies: **Tier 1**	**Strategies:** **Tier 2**
• Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices. • Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity. • Attend Tier 1 Trainings. • Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches. • Use schoolwide management strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.	• Assemble a Tier 2 team that will meet the needs of students who need short term targeted interventions. • Develop and use a Tier 2 Action Plan that will guide and document Tier 2 implementation. • Attend Tier 2 trainings. • Identify a staff member who attends six zoom Tier 2 Coach meetings. • Maintain Tier 1 strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.

- Staff will consistently follow the school's Behavior Flowchart to address behavior incidents.

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	
Success Criteria: Tier 1	**Success Criteria: Tier 2**
- Staff will teach, model and practice behavior expectations using the lessons and language from the school's behavior matrix. - Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students. - School-wide acknowledgement system used to reinforce student behavior. - Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time. - All staff implement MTSS-B practices in all settings at all times. - Students are actively engaged and participating in classroom lessons. - Students are able to reflect and self-correct when negative behaviors occur. - Increase time in class and decrease in office referrals. - Increase in student recognition. (shout-outs, no-referral celebrations, Students of the Week/Month, etc.) - Decrease in out-of-school suspensions. - All students see achievement as a reachable target.	- Team will develop decision rules for Tier 2 nominations. - Staff will assist monitoring and implementing Tier 2 interventions. - All staff implement MTSS-B practices in all settings at all times. - Students are actively engaged and participating in classroom lessons. - Students are able to reflect and self-correct when negative behaviors occur. - Increase time in class and decrease in office referrals. - Increase in student recognition. (shout-outs, no-referral celebrations, Students of the Week/Month, etc.) - Decrease in out-of-school suspensions. - All students see achievement as a reachable target.
Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.	
Monitoring Progress: Tier 1 **The MTSS-B Tier 1 team will:** - Monitor the implementation of Tier 1 practices through annual administration of the Self-Assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI). - Use the Behavior Dashboard and other forms of data to determine trends in student behavior. - MTSS-B Committee Meetings Monthly - Behavior Dashboard - School Data Walks - TFI in February and SAS in March - District MTSS-B Meetings Monthly - Data Reviews in Leadership Meetings Monthly - Data Reviews in Faculty Meetings Quarterly - Principal Advisory Committee Meetings (students) - Staff Surveys via Microsoft Forms	**Monitoring Progress: Tier 2** **The MTSS-B Tier 2 team will:** - Monitor the implementation of Tier 2 interventions through the annual administration of the SAS and TFI. - Use the OPS Tier 2 Dashboard and other sources of behavior data to monitor fidelity of Tier 2 interventions in order to see an increase in appropriate classroom behavior. - MTSS-B Committee Meetings Monthly - Behavior Dashboard - School Data Walks - TFI in February and SAS in March - District MTSS-B Meetings Monthly - Data Reviews in Leadership Meetings Monthly - Data Reviews in Faculty Meetings Quarterly - Principal Advisory Committee Meetings (students) - Staff Surveys via Microsoft Forms

• Climate Survey • PLC Weekly chapter(s) review with completed study guide • *Fidelity checks during MTSS-B Advisement* •	• Climate Survey • PLC Weekly chapter(s) review with completed study guide • *Fidelity checks during MTSS-B Advisement* •

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based on your results? Each Progress Monitor should have a Monitor and Adjust action.

Monitor and Adjust: Tier 1 **The MTSS-B Tier 1 Team will:** • Review Big Five behavior data and create and monitor monthly Solution Plans to increase positive student behavior school wide. • Make needed adjustments to lesson plans, acknowledgement system and other practices. • Provide on-going professional development based on needs identified by the team. • MTSS-B Committee Meetings Monthly + Monthly Lesson Calendar Revisions • Behavior Dashboard Review Monthly • TFI in February and SAS in March • School Data Walks with a focus on collecting data in all settings • Data Reviews in Leadership Meetings Monthly • Data Reviews in Faculty Meetings Quarterly • Principal Advisory Committee Meetings (students) • Staff Survey reviews via Microsoft Forms • District MTSS-B Meetings Monthly • Weekly PLC book study	**Monitor and Adjust: Tier 2** The MTSS-B Tier 2 Team will: • Review behavior data, implementation fidelity and make needed adjustments to the interventions for students in need of Tier 2 supports. • Meet twice monthly to monitor the efficacy of the selected interventions. • Work jointly with the Tier 1 team to provide professional development on Tier 2 interventions. • MTSS-B Committee Meetings Monthly + Monthly Lesson Calendar Revisions • Behavior Dashboard Review Monthly • TFI in February and SAS in March • School Data Walks with a focus on collecting data in all settings • Data Reviews in Leadership Meetings Monthly • Data Reviews in Faculty Meetings Quarterly • Principal Advisory Committee Meetings (students) • Staff Survey reviews via Microsoft Forms • District MTSS-B Meetings Monthly • Weekly PLC book study

Budget/Resource Alignment: What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

-MTSS-B regional conference with MTSS-B committee members
-Professional Conferences
-PD speakers align to MTSS-B goal
-Staff book study aligned to MTSS-B goal
-Student recognition funding

OMAH+ Public Schools

Wellness

District Intended Wellness Outcomes:
Increase the number of wellness strategies implemented district-wide by 2%.

School Wellness Goal: (Please select at least one goal)

Staff: Increase the number of staff members enrolled in EHA and participating in EHA Wellness activities by 10%.
Student: Increase the number of students and families participating in social, emotional, and physical wellness activities weekly.

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

- **Staff: Provide information on EHA membership and communicate EHA Wellness activities to all staff. Devote time to update EHA Wellness progress and discuss challenges.**
  (AQuESTT: Educator Effectiveness   AdvancEd: Learning and Resource Capacity)

Please note: These are sample goals to be used in conjunction with the binder. The Wellness Binder should hold the documentation (e.g., agendas, sign in sheets, etc.). Wellness Plans and corresponding documentation should be kept for three years.

- **Student: Instruction and activities, such and Mindfulness and Mindset Mondays and Fresh, Fruits, and Vegetables, focused on the importance of social, emotional, and physical wellness in daily life in Advisory Health, Human Growth, and Physical Education courses.**
  (AQuESTT: Positive Partnerships, Relationships, and Success   AdvancEd: Learning and Resource Capacity)

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 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 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: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	**Monitoring Progress: (Documentation should be kept in the Wellness Binder) What are the benchmarks you will use to determine progress towards reaching**

- Increase in staff enrolled in EHA and participating in EHA wellness activities. - Increase in attendance (staff and students). - Increase in student time in class and decrease in office referrals - Increase scores on the Climate Survey	**your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.** - Coaching Visits - Advisory Data Walk - Team Meetings - Attendance Team Notes - Climate Survey - Microsoft Forms Surveys
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	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.)

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action. - Professional Development Calendar Review & Update Monthly - Staff and/or Team Meetings - Principal Advisory Committee (student & staff groups) - EHA Website Monitoring - Microsoft Forms Survey (students & staff) - Advisory Lesson Adjustment based on data and needs of student and staff - Referrals to School Counselors, Social Worker, Community Counselor, and other community agencies
Monthly check
Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?
-Purchase mindfulness and mindset (Mindset Book) items to help support calming techniques -funding for enrollment in Mindful Schools courses for staff members -funding for Head Space app enrollment for staff -Professional conferences -Fresh Fruits & Vegetables = Free -EHA = free

3/7/2022