Elementary School Name: ___Indian Hill ELA Goal___

District Intended Summative Outcome:

Increase the number of elementary students identified as "On-Track" and "College and Career Ready" on NSCAS Summative Assessments ELA will increase compared to the previous year.
Spring 2019 rate ___; Goal rate for Spring 2021 _____

School ELA Goals:

1. **NSCAS Summative Goal**
   For NSCAS ELA 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 __17.7%__; Goal rate for Spring 2021 __26%__*
2. **MAP Interim Assessment Goals**
   a. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as "At" or "Above" the grade level norm by _10__%. *Spring 2019 rate _27.7%_; Goal rate for Spring 2021 __35.7%__*
   b. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by _10_%. *Spring 2019 rate _36.2%_; Goal rate for Spring 2021 __50.5%__*

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

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

All students will receive the guaranteed and viable ELA curriculum as written in the A+ OPS Curriculum Guides for ELA using a balanced literacy approach.

1. Use the core resources (Into Reading and Collections) to plan and deliver instruction based on state standards (College and Career Ready, Assessment)
2. Provide daily small group and individual instruction using Into Reading (K-5) and Collections (6) (College and Career Ready, Assessment)
3. Provide students with daily literacy opportunities that build rigor during independent reading (College and Career Ready, Assessment)
4. Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act (College and Career Ready, Assessment)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Use the core resources (Into Reading and Collections) to plan and deliver instruction based on state standards	a. Lessons and plans align with A+ Curriculum Guides b. Lessons and plans reflect high yield strategies c. MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm	a. Alignment is observed 100% of the time b. Evidence observed during 95% of coaching visits and lesson plan checks c. 5% increase in number meeting growth goals and grade level norms from each test administration	a. September b. September and January c. Fall, Winter, and Spring MAP assessments	Quarter 1: a. 100% of the time b. 100% of the time c. n/a Quarter 2: a. b. c. Quarter 3: a. b. c. Quarter 4: a. b. c.

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2. Provide daily small group and individual instruction using Into Reading (K-5) and Collections (6)	a. Lessons and plans include use of pacing guide b. Benchmark assessments	a. Evidence observed during 95% of coaching visits and lesson plans b. 80% of quarterly benchmarks show growth	a. Coaching visits and lesson plan checks b. Quarterly	Quarter 1: a. 100% of the time b. n/a – remote learning Quarter 2: a. b. Quarter 3: a. b. Quarter 4: a. b.
3. Provide students with daily literacy opportunities that build rigor during independent reading	a. Student read self-selected text daily (minimum of 20 minutes in K-2, 30 minutes in 3-6)	a. 100% of classrooms show evidence during small group and independent work time	a. Quarterly	Quarter 1: a. n/a – remote learning Quarter 2: a. Quarter 3: a. Quarter 4: a.
4. *Tier 2* - Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act	a. Interventions taught daily b. Tutoring offered to students who need additional assistance with reading	a. Coaching visits show evidence of fidelity 100% of the time b. 80% of students participating	a. Quarterly b. TBD	Quarter 1: a. n/a – remote learning b. n/a – remote learning Quarter 2: a. b. Quarter 3: a. b. Quarter 4: a. b.

Monitor and Adjust –

Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]
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

Budget/Resource Alignment (Title I schools)–

What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

- **Tutoring (Oct/Nov) ($1,465)**
- **Reader's Notebooks ($4,000)**
- **IRA – 5th ($3,000), 1st ($5,895)**
- **Classroom libraries ($500)**
- **Family Lit. Night ($6,000)**
- **Mini Lesson books ($500)**
- **LLI materials ($200)**
- **Lit. Continuum ($400)**
- **Reading Interventionist (???)**

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Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
3. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process	a. Students' progress toward standards on district common assessments b. MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm c. Grade level meetings to analyze student performance on common assessments and adjust instruction as needed	a. 70% of students scoring basic, prof, or advanced b. 5% increase in number meeting growth goals and grade level norms from each test administration c. 50%, or more, of grade level meeting agendas reflect time for staff to analyze assessment data	a. As determined by A+ Curriculum Guides for each grade level b. Fall, Winter, and Spring MAP assessments c. 1x per month or as determined by timing of assessments	Quarter 1: a. b. n/a – remote learning c. 100% of the time Quarter 2: a. b. c. Quarter 3: a. b. c. Quarter 4: a. b. c.

Monitor and Adjust –	Budget/Resource Alignment (Title I schools)–

Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]
  8. Review SIP goals, strategies and PD plan
  9. Review progress monitoring measures and fidelity checks
  10. Identify which progress monitoring measures were completed and achieved (provide evidence of success)
  11. Identify which progress monitoring measures were not achieved (provide evidence of effort)
  12. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
  13. Conduct building walk identifying evidence of growth from previous quarter
  14. Discuss adjustments needed to the plan
After the SIP Review meeting -
  4. Adjust SIP plan based after receiving input from staff
  5. Upload adjusted plan to Instructional Leadership SharePoint
  6. Send notes of SIP Review meeting to CIS leadership
	What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

Elementary School Name: Indian Hill Science Goal

<u>**District Intended Summative Outcome:**</u>

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 _____; Goal rate for Spring 2020 _____*

School Science Goals:

5. **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 __10__%. *Spring 2019 rate _____; Goal rate for Spring 2021 _____*
6. **MAP Interim Assessment Goals**
    e. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as "At" or "Above" the grade level norm by __10__%. *Spring 2019 rate __25.4%__ ; Goal rate for Spring 2021 __33%__*
    f. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by __10__%. *Spring 2019 rate__32.3%__ ; Goal rate for Spring 2021 __46%__*

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

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 (reading, writing, and speaking)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts	a. MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm b. Common formative assessments are selected, administered, and collaboratively discussed	a. 5% increase in number meeting growth goals and grade level norms from each test administration b. 100% of students participating	a. Fall, Winter, and Spring MAP assessments b. As determined by classroom teachers each quarter	Quarter 1: a. n/a – remote learning b. 100% student participation Quarter 2: a. b. Quarter 3: a. b. Quarter 4: a. b.

Monitor and Adjust –	Budget/Resource Alignment (Title I schools)–
Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE] 15. Review SIP goals, strategies and PD plan 16. Review progress monitoring measures and fidelity checks 17. Identify which progress monitoring measures were completed and achieved (provide evidence of success) 18. Identify which progress monitoring measures were not achieved (provide evidence of effort) 19. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan 20. Conduct building walk identifying evidence of growth from previous quarter 21. Discuss adjustments needed to the plan After the SIP Review meeting - 7. Adjust SIP plan based after receiving input from staff 8. Upload adjusted plan to Instructional Leadership SharePoint 9. Send notes of SIP Review meeting to CIS leadership	What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

School Name: Indian Hill MTSS-B Goal

<u>**District Intended Summative Outcome:**</u> -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 17-18 school year.)	
<u>**School MTSS-B Goal:**</u> **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.	

<u>**Strategies:**</u> **Tier 1** • 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. • Staff will consistently follow the school's Behavior Flowchart to address behavior incidents.	<u>**Strategies:**</u> **Tier 2** • 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.
<u>**Success Criteria:**</u> **Tier 1** • 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.	<u>**Success Criteria:**</u> **Tier 2** • Team will develop decision rules for Tier 2 nominations. • Staff will assist monitoring and implementing Tier 2 interventions.

Progress Monitoring: **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.	Progress Monitoring: **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.
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.	**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.

Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]
   i. Review SIP goals, strategies and PD plan
   ii. Review all progress monitoring measures and fidelity checks for the quarter
   iii. Identify which progress monitoring measures were completed and achieved (provide evidence of success)
   iv. Identify which progress monitoring measures were incomplete and/or not achieved (provide evidence of effort)
   v. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
   vi. Conduct building walk identifying evidence of growth from previous quarter
   vii. Discuss adjustments needed to the plan
After the SIP Review meeting -
   i. Adjust SIP plan (including PD plan) based on progress monitoring measures, after communicating and receiving input from staff
   ii. Upload adjusted plan to Instructional Leadership SharePoint
   iii. Send notes of SIP Review meeting to CIS leadership

Budget/Resource Alignment –

What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

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