Elementary School Name: Mount View Elementary

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: 18%; Goal rate for Spring 2021: 26.2%

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 8.2%. Spring 2019 rate: 18%; Goal rate for Spring 2021: 26.2%
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 7.5%. Spring 2019 rate: 25.4%; Goal rate for Spring 2021: 32.8%
   b. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by 6.1%. Spring 2019 rate: 39.2%; Goal rate for Spring 2021: 45.3%

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) to plan and deliver instruction based on state standards [College and Career Ready, Assessment]
2. Provide daily guided reading instruction using the Literacy Continuum [College and Career Ready, Assessment]
3. Provide instructional support (Phonics Mastery Guides) 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) 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	a. Alignment is observed 100% of the time b. Evidence observed during 95% of coaching visits and lesson plan checks	a. September b. September and January	Quarter 1: Quarter 2: Quarter 3: Quarter 4:

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	c. Common summative assessments administered according to A+ Curriculum Guide d. MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm e. Common formative assessments are selected, administered, and collaboratively discussed	c. 80% of students score basic, proficient, or advanced d. 5% increase in number meeting growth goals and grade level norms from each test administration e. 80% of students score basic, proficient or advanced	c. As determined by grade level pacing guides d. Fall, Winter, and Spring MAP assessments e. As determined by classroom teachers	
2. Provide daily guided reading instruction using the Literacy Continuum	a. Lessons and plans include use of Continuum and all components of a guided reading lesson plan b. Benchmark assessments administered according to Testing Calendar c. Running records administered consistently	a. Evidence observed during 95% of coaching visits b. 80% of students score Approaching, Meets or Exceeds expectations c. 80% of running records show growth	a. November and March coaching visits b. According to testing calendar c. Discussed two times per quarter at grade level meetings	Quarter 1: Quarter 2: Quarter 3: Quarter 4:

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3. **Tier 2** - Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act	a. Phonics Mastery Guides taught daily beginning during quarter 1 b. Progress monitoring after lessons 5, 10, 15, and 20	a. Coaching visits show evidence of fidelity 100% of the time b. 100% of participating students show growth	**a.** October and November **b.** Discussed at October – December grade level meetings	Quarter 1: • Phonics Mastery Guides taught daily in grades 1-3. Quarter 2: Quarter 3: Quarter 4:
4. Use online resources for remote learning (Into Reading online resources, IXL, Epic, etc.).	a. Teachers review dashboards and reports to determine student progress.	a.	**a.**	

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?

• **Family Night Games**

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Elementary School Name: __Mount View Elementary__

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: 21%; Goal rate for Spring 2021: 26.2%

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 7.9%. Spring 2019 rate: 21%; Goal rate for Spring 2021: 26.2%
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 6.9%. Spring 2019 rate: 31.2%; Goal rate for Spring 2021: 38.1%
   b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by 6.0%. Spring 2019 rate: 39.6%; Goal rate for Spring 2021: 45.7%

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

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

1. Provide opportunities for students to engage in activities involving hands-on materials (manipulatives) and multiple representations to connect mathematical ideas [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
1. Provide opportunities for students to engage in activities involving hands-on materials (manipulatives) and multiple representations to	a. Use of manipulatives and multiple representations noted in lesson plans b. Manipulative use and multiple	a. Student artifacts show evidence of high quality tasks involving manipulatives and multiple representations in at least 75-90% of lessons	a. September, October, February, and April coaching visits b. October and February lesson plan	Quarter 1: Quarter 2: Quarter 3: Quarter 4:

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connect mathematical ideas	representations in lesson plans	b. 80% of lesson plans checked and observed show evidence of manipulatives and multiple representations	checks and coaching visits	
2. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations	a. Students engage in discourse b. Implementation of math discourse c. Discourse opportunities in lesson plans	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	a. November and March coaching visits b. September, October and March grade level or faculty meetings c. October lesson plan checks	Quarter 1: Quarter 2: Quarter 3: Quarter 4:
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 or faculty meetings to analyze student performance on common	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 c. 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: Quarter 2: Quarter 3: Quarter 4:

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	assessments and adjust instruction as needed			
4. Use online resources for remote learning (Think Central online resources, online manipulatiaves, IXL, SplashMath, etc.).	a. Teachers review dashboards and reports to determine student progress.	a.	a.	

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 -
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

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?

- Family Night Games

OMAHA+ Public Schools

Elementary School Name: __Mount View Elementary_____

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 19%; Goal rate for Spring 2021 27.9%

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 8.9%. Spring 2019 rate: 19%; Goal rate for Spring 2021: 27.9%
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: 7.2%; Spring 2019 rate: 27.7%; Goal rate for Spring 2021: 34.9%
   b. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by: 6.7%; Spring 2019 rate: 32.7%; Goal rate for Spring 2021: 39.4%

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 (hands-on learning experiences) to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts [College and Career Ready, Assessment] 2. Students will utilize interactive notebooks to demonstrate science learning [Assessment]

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	a. Students engage in Science and Engineering Practices b. Lesson plans reflect three-dimensional learning and Elevate science c. Common summative	a. Evidence observed during coaching visits 50% -90% of the time b. Lesson plans show evidence 100% of the time c. **80%** of students score basic,	a. September b. September and January c. As determined by grade level pacing guides d. Fall, Winter, and Spring MAP assessments	Quarter 1: Quarter 2: Quarter 3: Quarter 4:

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Ideas and Crosscutting Concepts	assessments administered according to A+ Curriculum Guide d. MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm e. Common formative assessments are selected, administered, and collaboratively discussed	proficient, or advanced d. 5% increase in number meeting growth goals and grade level norms from each test administration e. 80% of students score basic, proficient or advanced	e. As determined by classroom teachers each quarter	
2. Students will utilize interactive notebooks to demonstrate science learning	a. Science notebooks demonstrate learning b. Teacher self-assessment	a. Notebooks observed 50%-90% of the time during coaching visits b. 80% of teachers report use of science notebooks during instruction	a. End of each quarter b. End of each quarter	Quarter 1: Quarter 2: Quarter 3: Quarter 4:

Monitor and Adjust –	Budget/Resource Alignment (Title I schools)–
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)	What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan? • Spiral Notebooks

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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	

Elementary School Name: ___Mount View Elementary_____

District Intended Summative Outcome:
Engage in ongoing data-based decision-making and solution planning to decrease exclusionary discipline practices.

School MTSS-B Goals:

Maintain a positive and inclusive learning environment to create productive relationships and increase academic achievement.

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

1. Staff encourages expected behavior [Positive Partnerships, Relationships & Student Success]
2. Utilize Safe Seats to provide students an opportunity to reflect on the Zones of Regulation. [Positive Partnerships, Relationships & Student Success]
3. Use the Classroom and Office-Managed Behavior Flowchart as a guideline for behavior intervention. [Educator Effectiveness]

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Staff encourages expected behavior	a. Staff greets students every morning b. Teachers maintain a ratio of 4:1 positive descriptive feedback c. Paw Pats are drawn for prizes daily within classrooms. Winning Paw Pats are submitted to the MTSS-B team weekly d. Teachers complete MTSS-B provided lessons according to schedule e. MTSS-B brochure created for parents and families to communicate	a. Quarterly coaching visits and observations b. Climate survey data	a. End of each quarter b. Spring	Quarter 1: Quarter 2: Quarter 3: Quarter 4:

	building-specific strategies f. Use of daily assignment books in grades K-5 to communicate behavior and academic progress				
2. Utilize Safe Seats to provide students an opportunity to reflect on the Zones of Regulation.	a. Students use the Safe Seat (along with breathing techniques, cool down bottles, and the Zones of Regulation) to encourage "Ready to Learn" behavior without fear of consequence in the classroom b. Reduction in number of SSC and office referrals	a. Classroom teacher survey/feedback quarterly b. Tableau behavior data monitored monthly by the MTSS-B team	a. End of each quarter b. Monthly	Quarter 1: Quarter 2: Quarter 3: Quarter 4:
3. Use the Classroom and Office-Managed Behavior Flowchart as a guideline for behavior intervention.	a. Reduction in number of SSC and office referrals b. Students will utilize classroom-managed behavior interventions to increase self regulation/awareness and decrease time out of class.	a. Tableau behavior data monitored monthly by the MTSS-B team b. Tableau behavior data monitored monthly by the MTSS-B team	a. Monthly b. Monthly	Quarter 1: Quarter 2: Quarter 3: Quarter 4:
4. Use of Conscious Discipline Strategies	a. Reduction in number of SSC and office referrals	a. Tableau behavior data monitored monthly by the leadership team	a.	Quarter 1: Quarter 2: Quarter 3: Quarter 4:

5. Students engaged in daily Morning Meetings	a. Reduction in number of SSC and office referrals	a.	a.	
6. Create and maintain a Tier 1 and Tier 2 MTSS-B sub committee/team	a.	a.	a.	

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?

- Chart Paper
- Lanyards
- MTSS-B binders
- Whistles
- Conscious Discipline site license and resource books
- Morning Meeting source books
- Clipboards

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Elementary School Name: **Mount View Elementary**

District Intended Summative Outcome:
Promote and increase daily student attendance, and reduce tardies throughout the school year.

School Attendance Goals:

Our school will reduce the percentage of students missing 5% (about 9 days) or more of their school year **by 2%.**

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

1. Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, counselor, and social worker [Positive Partnerships, Relationships and Student Success]
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 [Positive Partnerships, Relationships and Student Success]
3. Implementation of Success Mentors Program [Positive Partnerships, Relationships and Student Success]
4. Create a system that recognizes classrooms for 95% or greater weekly attendance. [Positive Partnerships, Relationships and Student Success]

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, counselor, and social worker	a. Create Attendance tab in One Note b. Attendance meetings added to the Mount View calendar c. Weekly attendance team meeting notes posted in the designated OneNote	a. Create Attendance tab in One Note b. Attendance meetings added to the Mount View calendar c. Weekly attendance team meeting notes posted in the designated OneNote	a. Weekly meetings	Quarter 1: Quarter 2: Quarter 3: Quarter 4:
2. The Attendance Team will meet weekly to review attendance dashboard data, identify students for	a. Attendance Team meets weekly to review attendance dashboard data, identify students for intervention, review	a. Create Attendance tab in One Note b. Attendance meetings added to the Mount View calendar	c. Weekly meetings	Quarter 1: Quarter 2: Quarter 3: Quarter 4:

intervention, review current active strategies and align additional needed supports	current active strategies and align additional needed supports	c. Weekly attendance team meeting notes posted in the designated OneNote d. Attendance Dashboard		
b. Implementation of Success Mentors Program	a. Teachers will be assigned a student (targeted for having missed more than 20 days of instruction last year) to mentor for 3-5 minutes per day, 3-5 times per week	a. Students who previously missed more than 20 days of school last year will show improved attendance rates	a. End of the year review of the Attendance Dashboard	Quarter 1: Quarter 3: Quarter 4:
c. Create a system that recognizes classrooms for 95% or greater weekly attendance.	a. Classrooms will earn reward when they have earned 8 basketballs to reach the hoop on the bulletin board. (1 basketball = 1 week of 95% or greater attendance for that class)	a. Bulletin board updated weekly by the social worker	a. Weekly	Quarter 1: Quarter 2: Quarter 3: Quarter 4:

Monitor and Adjust –	**Budget/Resource Alignment (Title I schools)–**
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	What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

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| 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 | |

OMAHA+ Public Schools

Elementary School Name: Mount View Elementary

District Intended Summative Outcome:
Increase the number of wellness strategies implemented district-wide

School Wellness Goals:
Utilize school and community resources to address issues regarding the health and well-being of our community.

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

1. Communicate available resources to families in a variety of resources [Positive Partnerships, Relationships and Student Success]
2. Open communication with community partners to encourage their participation in Mount View events and to increase Mount View's role in the community. [Positive Partnerships, Relationships and Student Success]

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Communicate available resources to families in a variety of platforms	a. Monthly newsletters translated in a variety of languages b. SeeSaw app c. Daily assignment books d. Field trip letters translated in a variety of languages e. Conferences and interpreters schedule for EL families f. Interpreters available for Mt. View family nights g. Robo-calls to communicate events	a. Office checks communication prior to having it sent home. b. Social Worker/EL teacher work together to contact families as needed	a. Monthly b. Weekly posts by classroom teacher c. Daily checks by classroom teacher and parent/family d. As Needed e. Fall/Spring f. November/April	Quarter 1: • Field trip letters translated. • Conferences and interpreters scheduled by social worker. • Interpreters scheduled for Family Night Quarter 2: • Field trip letters translated. Quarter 3: • Field trip letters translated. • Conferences and interpreters scheduled by social worker. • Interpreters scheduled for Family

				Night, Kindergarten Round Up and HeadStart Registration Day Quarter 4: • • •
2. Open communication with community partners to encourage their participation in Mount View events and to increase Mount View's role in the community.	a. Establish an maintain a community-focused committee to plan, organize and execute events that include community partners to support the needs of families from birth and beyond.	a. MTSS-C meeting notes are located in the Mount View Notebook b. Established list of community partners and procedures for communication c. Development of sub-committee list for event planning, organization, and execution	a. Monthly b. Updated as Needed c. Twice per year	Quarter 1: • Regular meetings with Boys and Girls' Club • Robo-calls to communicate events • Community Partners tab created in Mount View's OneNote • MTSS-C committee established Quarter 2: Quarter 3: Quarter 4:
3. Create and maintain a Racial Equity Team that includes a variety of stakeholders	b.	d.	d.	

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

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?

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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	

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