

Academic

\*\*Notes district priority

<p><b><u>District Vision</u></b> Every student. Every day. Prepared for success.</p>	<p><b><u>District Mission</u></b> Omaha Public Schools prepares all students to excel in college, career, and life.</p>
<p><b><u>District Intended Summative Outcome:</u></b> For all NSCAS (ELA, Math, and Science) summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 6.9 %ELA; 7.3% Math; 5.7% Science. <i>ELA: 2017 - 2018 Achievement: 31% 2019-2020 Goal Achievement: 37.9%</i> <i>**Math: 2017 - 2018 Achievement: 27.2% 2019-2020 Goal Achievement: 34.5%</i> <i>Science: 2017 - 2018 Achievement: 42.9% 2019-2020 Goal Achievement: 48.6%</i></p>	<p><b><u>School Intended Outcomes</u></b></p> <ol style="list-style-type: none"> <li>1. ELA: 2017 - 2018 Met or Exceeded Growth 46.2% (323 students) 2019-2020 Met or Exceeded Goal Achievement: 51.6% As of 9/13 we need 373 students to meet or exceed their growth goal.</li> <li>2. **Math: 2017 - 2018 Met or Exceeded Growth 58.7% 2019-2020 Met or Exceeded Goal Achievement: 62.8% (416 students) As of 9/13 we need 453 students to meet or exceed their growth goal.</li> <li>3. Science: 2017 - 2018 Met or Exceeded Growth 44% 2019-2020 Met or Exceeded Goal Achievement: 49.6% (312 students) As of 9/13 we need 358 students to meet or exceed their growth goal.</li> </ol>
<p><b><u>School Vision</u></b> Davis is where a student's future takes off.</p>	<p><b><u>School Mission</u></b> All students at Alfonza W. Davis Middle School will show growth in academic achievement and citizenship as measured by goals stated in our school improvement plan in preparation for high school, college, career, and life.</p>
<p><b>School Academic Goal:</b> Teachers will shift from their current development stage to the implementation stage or to the institutionalization of practices stage in using guaranteed and viable curriculum.</p>	
<p><b><u>School Department Goals</u></b> <b>TAM: Technology, Art, and Music teachers will bring student curriculum to life through visualization and real-world experiences.</b> <b>Science: Teachers will increase the effectiveness and implementation of the SE model through self-assessment and lesson plan review.</b> <b>Math: Teachers will consistently collaborate using the district provided pacing guide and common assessments.</b> <b>SS and foreign language: Teachers will shift from the development to the implementation stage in following the pacing guides provided in the A+ curriculum guide.</b> <b>ELA: Teachers will shift from skill development to the implementation stage in the use of text-dependent analysis.</b></p>	

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

• **TAM:**

• **Science: Department discussion of the guaranteed and viable curriculum and lesson planning.** AdvancED Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment, College, Career, and Civic Ready

• **Math: Active participation and 100% attendance at MOEC professional development**

• **MOEC SMART Goal • Department discussion of the guaranteed and viable curriculum and lesson planning.**

• AdvancED Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment, College, Career, and Civic Ready

• **Social Studies: Active participation in Social Studies department meetings. Department evaluation of lesson plans, pacing guides and common assessments.**

• **ELA: Department will introduce and apply the RACE strategy to students.** AdvancED Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment, College, Career, and Civic Ready

<b>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</b>	<b>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.</b>
<p><b>TAM</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>· Reduction of course failure rates</li> <li>· Teachers utilize the adopted guaranteed and viable curriculum and common assessments</li> <li>· Teachers follow the pacing provided in the A+ Curriculum Guide and use the guide for long range planning</li> <li>· Teachers use a variety of content and specific best instructional practices based on student needs and learning goals</li> </ul> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>- Collections HMH quarter performance test</li> </ul> <p><b>MATH</b></p> <ul style="list-style-type: none"> <li>-Teachers follow the pacing provided in the A+ Curriculum Guide and use the guide for long range planning</li> <li>-Teachers consistently use the listed common (if available) formative and summative assessments and uses the results to inform their planning</li> <li>- Collaboration at MOEC meetings.</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>-Department discussion of the guaranteed and viable curriculum and lesson planning.</li> <li>· -Teachers follow the pacing provided in the A+ Curriculum Guide and use the guide for long range planning</li> <li>· -Teachers consistently use the listed common formative and summative assessments and uses the results to inform their planning</li> </ul>	<p>For all Winter MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as “meeting” or “Exceeding” projected growth goals by            ELA: 2019-2020 Met or Exceeded Winter Goal Achievement: 49.6%            **Math: 2019-2020 Met or Exceeded Winter Goal Achievement: 60.8%            Science: 2019-2020 Met or Exceeded Goal Achievement: 47%</p> <hr/> <p><b>TAM</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>· MAP Growth Data/Classroom Assessments</li> <li>· Self-assessment with provided growth in professional portfolio</li> <li>· Lesson Plans</li> </ul> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>- Unit quiz questions</li> <li>- Will show 60/90 kids met this goal.</li> <li>- Pull summatives at the end of quarter 2 and quarter 3.</li> </ul> <p><b>MATH:</b></p> <ol style="list-style-type: none"> <li>1. 100% attendance at MOEC</li> <li>2. Check on pacing in math units (will be in meeting minutes). District mandated units to be completed each semester should be fulfilled.</li> <li>3. Check on if common assessments used (will be in meeting minutes).</li> </ol> <p><b>Social Studies</b></p> <ol style="list-style-type: none"> <li>1. Lesson Plans (every other month: Oct, Dec, Feb, April)</li> <li>2. Coaching visits via admin</li> <li>3. Department checklist, minutes and agendas from department meetings</li> <li>4. Double scoring common assessments (CBA’s) with grade level counterpart every other month (Nov, Jan, March)</li> </ol>

**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.**

**QUARTER 1**

**TAM**

**Science**

- review lesson plans and determine what additional professional learning is needed for planning for checks for understanding
- Self assessment of what parts of the 5E are being used the most/least
- Long term lesson planning with content area partner

**ELA**

-Indicate missing steps, work in small groups-use stations, analyze student work, chunk and re-teach

**MATH:**

- Record attendance for 9/11 MOEC meeting(s) in Department Meeting notes.
- Teachers will share and record where they are at in the district pacing guides. This will be recorded in the 9/30 Department meeting notes.
- Teachers will share and record the common assessments they have administered. This will be recorded in the 9/30 Department meeting notes.

**Social Studies:**

**Set goals, success criteria and how we will monitor progress**

**QUARTER 2**

**TAM**

**Science**

- Review MAP
- review lesson plans and determine what additional professional learning is needed for adjusting instruction based on results of checks for understanding
- During monthly department meetings, content area teachers will engage in professional learning regarding their instructional shift focus.

**ELA**

-Indicate missing steps, work in small groups-use stations, analyze student work, chunk and re-teach

**MATH:**

- Record attendance for 11/20 MOEC meeting(s) in Department Meeting notes.
- Teachers will share and record where they are at in the district pacing guides. This will be recorded in the 11/23 Department meeting notes.
- Teachers will share and record the common assessments they have administered. This will be recorded in the 11/23 Department meeting notes.

**Social Studies:**

**Evaluate/review lesson plans, pacing guides, and common assessments.**

<p><b>QUARTER 3 TAM</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>· Lead two science PLC's</li> <li>· During monthly department meetings, content area teachers will engage in professional learning regarding their instructional shift focus.</li> <li>· Self assessment of what parts of the 5E are being used the most/least</li> </ul> <p><b>ELA</b></p> <p>-Indicate missing steps, work in small groups-use stations, analyze student work, chunk and re-teach</p> <p><b>MATH:</b></p> <ul style="list-style-type: none"> <li>· Record attendance for 1/22 &amp; 3/3 MOEC meeting(s) in Department Meeting notes.</li> </ul>	<p><b>QUARTER 4 TAM</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>· review lesson plans and determine what additional professional learning is needed for adjusting instruction</li> <li>· Review MAP</li> </ul> <p><b>ELA</b></p> <p>-Indicate missing steps, work in small groups-use stations, analyze student work, chunk and re-teach</p> <p><b>MATH:</b></p> <ul style="list-style-type: none"> <li>· Assess whether the 100% attendance at MOEC sessions goal was met. This will be recorded in the 4/6 Department Meeting notes.</li> <li>· Teachers will share and record where they are at in the district pacing guides. This will be recorded in the 3/16, 4/6, 5/11, 5/26 Department meeting notes.</li> </ul>

- Teachers will share and record where they are at in the district pacing guides. This will be recorded in the 1/13 & 2/10 Department meeting notes.
- Teachers will share and record the common assessments they have administered. This will be recorded in the 1/13 & 2/10 Department meeting notes.

**Social Studies:**

**Evaluate/review lesson plans, pacing guides, and common assessments.**

- Teachers will share and record the common assessments they have administered. This will be recorded in the 3/16, 4/6, 5/11, 5/26 Department meeting notes.

**Social Studies:**

**Evaluate/review lesson plans, pacing guides, and common assessments.**

## Attendance

### **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%**  
2018-2019 Achievement: \_\_\_\_\_ 2019-2020 Goal Achievement: \_\_\_\_\_

### **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.

2018-2019 Achievement: 53.1 2019-2020 Goal Achievement: 55.1

### **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)

### **Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?**

- 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
- SAMPLE: Secretarial staff print and mail 5-day milestone letters
- SAMPLE: Students attend daily, on time, and for the entirety of the day
- SAMPLE: Daily Announcements provide attendance awareness and recognition
- SAMPLE: Weekly Announcements provide attendance awareness and recognition

### **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.**

- Review Attendance Dashboard data during weekly Attendance Meeting
- Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint
- SAMPLE: Review Attendance Dashboard data
- quarterly at Team Meetings – Quarter 1, Quarter 2, Quarter 3 and Quarter 4
- SAMPLE: Review Chronic Absenteeism Dashboard by School quarterly showing a .25% increase per quarter
- SAMPLE: By the end of first quarter, 80% of teachers will have a classroom attendance incentive/recognition program
- SAMPLE By the end of third quarter, 90% of teachers will have a classroom attendance incentive/recognition program
- SAMPLE: Building Administrators review Attendance Dashboard data quarterly with Principal Supervisor
- SAMPLE: Using Attendance Dashboard, select students to participate in Attendance Mentor programs
- SAMPLE: Review attendance barriers identified by parent/guardian to school counselor and how to address these barriers
- SAMPLE: Review target students and their attendance data quarterly with Youth Attendance Navigator (YAN) and SSL
- SAMPLE: SSLs provide professional development quarterly at staff trainings

- SAMPLE: Monthly Bulletin Boards to recognize school/student attendance
- SAMPLE: Incentive program encouraging daily attendance and supporting district focus STRIVE FOR 95
- SAMPLE: Recognition of students' attendance daily and achieving personal goal or STRIVE FOR 95 goal
- SAMPLE: Promote and increase daily attendance and reduce loss of instructional minutes
- SAMPLE: Attendance Team Members/Staff work with students and families to remove attendance barriers

**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
- SAMPLE: Conduct quarterly meetings with Principal Supervisor to review building progress and put supports in place

## 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 17-18 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.

### **Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):**

AQuESTT: Positive Partnerships, Relationships, and Success, Transitions, Educational Opportunities and Access, College, Career and Civic ready;  
AdvancED: Learning, Leadership, and Resource Capacity Domains

### **Strategies:**

#### **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.

### **Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?**

Success Criteria:

#### **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.

### **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.

### **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.

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

## Wellness

### **District Intended Wellness Outcomes:**

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

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.

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

To offer a wide variety of activities that will help student develop health related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity that promotes a healthy and physically active lifestyle.

### **Strategy(ies) (add 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

<b>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</b>	<b>Monitoring Progress: (Documentation should be kept in the Wellness Binder) 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.</b>
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.)
<b>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.</b>	
Monthly check	
<b>Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?</b>	