Academic

District Vision	District Mission
Every student. Every day. Prepared for success.	Omaha Public Schools prepares all students to excel in college, career, and life.
District Intended Summative Outcome: 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.	**School Intended Outcomes:** 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 statistical increase per grade level, per category. Baseline to be collected Quarter 1, 2021
School Vision **Highly Effective Teachers, High Performing Students, Leading the way in Science & Technology!**	**School Mission** Our mission at King Science and Technology Magnet Center is to: Educate all students to their maximum potential – academically and socially, provide a safe learning environment, and develop a responsible and respectful environment that appreciates cultural diversity.

School Academic Goal:

Teachers will use learning goals, checks for understanding, classroom discussion and critical thinking activities to increase rigor in the classroom.

School Department Goals

Math Department: Teachers will shift from awareness to skill development stage in using academic discourse.
ELA Department: Teachers will shift from skill development to implementation stage in using text-dependent analysis.
Science Department: Teachers will shift from awareness to skill development stage in three-dimensional instruction.
Social Studies: Teachers will incorporate daily inquiry to promote rigor (essential questioning, higher order thinking with academic discourse and evidence-based arguments)

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

- Activities, assignments and assessments align to the Standard-Based learning goal stated in student friendly language. (College, Career and Civic Ready)
- Academic discourse included in all lessons
- Schools use academic, attendance, and behavior data to provide support for students successfully transitioning to the next grade level. (Transitions)
- AdvancED: Leadership and Learning ad Resource Capacity Domains; AQuESTT: Assessment, College, Career, and Civic Ready, Educational Opportunities and Access, Transitions, Positive Partnerships, Relationships and Success

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.

"8 effective classroom practices" / Equity in Grading practices / Gradual Release of instruction.	Coaching Regular Team / Department meetings – Data Driven Discussions

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

QUARTER 1
   - Effective Classroom Practices Training
   - Data Driven Discussion – pre-assigned on communications calendar
   - Coaching visits for monitoring progress
   - Map testing for * new* baseline data
	QUARTER 2

QUARTER 3	**QUARTER 4**

Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?
Expenditures for school wide software programs to enhance instruction will be made using Title 1 funding. Title 1 funding for a science and math coach to enhance science and math instruction.

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%**.

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.

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 bi-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)

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.
- Teachers/Staff use methods to ensure all students feel welcome - Secretarial staff record attendance daily and immediately per BOE Policy - SSLs plan and facilitate bi-weekly attendance meeting - School Counselors make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services Contact log - Counselors print and mail 5-day milestone letters - Student Incentive program encouraging daily attendance and supporting district focus STRIVE FOR 95 - Attendance Team Members/Staff work with students and families to remove attendance barriers	- Review Attendance Dashboard data during bi-weekly Attendance Meeting - Review Attendance Dashboard data quarterly at Team Meetings – Quarter 1, Quarter 2, Quarter 3 and Quarter 4 - Review Chronic Absenteeism Dashboard by School quarterly showing a .25% increase per quarter - Using Attendance Dashboard, select students to participate in Attendance Mentor programs - Review attendance barriers identified by parent/guardian to school counselor and how to address these barriers - Review target students and their attendance data quarterly with Youth Attendance Navigator (YAN) and SSL

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 Bi-Weekly Attendance Team Meetings and identify barriers to attendance
- Conduct Weekly Attendance Team Meetings and identify students in each domain to support
- Monitor and process attendance milestones and County Attorney Referrals
- 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
- Conduct Collaborative Attendance Improvement Plan meetings with Attendance Team, student, parent/guardian

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.	
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): 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**	**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. - 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.	- 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. - 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.

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 - School-wide acknowledgement system used to reinforce student behavior. - Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.	Success Criteria: Tier 2 - Team will develop decision rules for Tier 2 nominations. - Staff will assist monitoring and implementing Tier 2 interventions.

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:**	Monitoring Progress: **Tier 2** The MTSS-B Tier 2 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 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: 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	Monitor and Adjust: Tier 2
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.	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.

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%.

School Wellness Goal: (Please select at least one goal)
-Improve staff and student knowledge of healthy eating choices by including a healthy tip in the monthly newsletter.
-Use physical activity/nonfood items instead of food as a reward for students from 3 to 5 times during the school year.
-Provide opportunities for staff to increase their awareness of healthy eating and mental health strategies and support.

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 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.)
-Fresh Fruits and Vegetables Program to expose students to a variety of fresh fruits and vegetables
-Provide reminders about the benefits of increasing water consumption for students and staff – installation of water hydration station to maintain touchless water bottle filling, installation of filtered water station for teachers in the lounge.
-Increase the focus on farm rather than factory prepared foods
-Provide recommended list of healthy snack choices to students, staff, and parents

Physical Activity:
-Provide extra gym/recess time as a reward for good attendance and behavior
-Offer recess for all lunches
-Walking club offered for students every morning
-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
-Teachers 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 your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.
-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.	
-Compare numbers to 2019-20 staff attendance -Send out monthly wellness surveys to check-in with overall health needs of staff and follow-up with resources	
Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?	