

Elementary School Name: Springville Elementary Attendance Goal

District Intended Summative Outcome:

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: 55% Goal Achievement: 57%

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: 69.9% Goal Achievement: 71.9%

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, 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)
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. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
3. Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
4. Implement Success Mentoring Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
5. In Class Today (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)

Monitor and Adjust –

1. Conduct Weekly Attendance Team Meetings and identify barriers to attendance
2. Conduct Weekly Attendance Team Meetings and identify students in each domain to support
3. Conduct Monthly SSL/Designee training to support district attendance focus
4. Monitor and process attendance milestones and County Attorney Referrals
5. Ensure fidelity of weekly attendance team meetings through uploading of Attendance Template to Instructional Leadership SharePoint
6. SSLs and Administrative staff provide updated attendance awareness and information based on attendance data at all School Staff Meetings and/or Team Meetings
7. Counselors Conduct yearly PLP meetings with students

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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| <ol style="list-style-type: none">8. Social Workers monitor and adjust available resources based on student attendance data9. SSLs attend diversion meetings as requested by Juvenile Assessment Center10. Conduct Collaborative Attendance Improvement Plan meetings with Attendance Team, student, parent/guardian11. SAMPLE: Conduct quarterly meetings with Principal Supervisor to review building progress and put supports in place | |
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Elementary School Name: Springville Elementary Math Goal

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 _____; Goal rate for Spring 2020 _____*

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 5.1%. *Spring 2019 rate 49%; Goal rate for Spring 2020 54.1%*

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 4.4%. *Spring 2019 rate 55.9%; Goal rate for Spring 2020 60.3%*
- b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 4.7%. *Spring 2019 rate 53%; Goal rate for Spring 2020 57.7%*

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

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

- 1. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle (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)

Monitor and Adjust –	Budget/Resource Alignment (Title I schools)–
<p>Quarterly SIP Review meetings – August 28, October 30, December 18, February 19, April 29</p> <ol style="list-style-type: none">1. Review SIP goals, strategies and PD plan2. Review progress monitoring measures and fidelity checks3. 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 Plan6. Conduct building walk identifying evidence of growth from previous quarter7. Discuss adjustments needed to the plan <p>After the SIP Review meeting -</p> <ol style="list-style-type: none">8. Adjust SIP plan based after receiving input from staff9. Upload adjusted plan to Instructional Leadership SharePoint10. Send notes of SIP Review meeting to CIS leadership	<p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p>

Elementary School Name: Springville Elementary ELA Goal

<p><u>District Intended Summative Outcome:</u></p> <p>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. <i>Spring 2019 rate 42.9%; Goal rate for Spring 2020 48.6%</i></p>	
<p>School ELA Goals:</p> <p>3. 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 <u>4.5%</u>. <i>Spring 2019 rate 54.5% ; Goal rate for Spring 2020 59.1%</i></p> <p>4. MAP Interim Assessment Goals</p> <p>c. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by <u>3.8%</u>. <i>Spring 2019 rate 61.9% ; Goal rate for Spring 2020 65.7%</i></p> <p>d. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by <u>4.5%</u>. <i>Spring 2019 rate 55%; Goal rate for Spring 2020 59.5%</i></p>	
<p><u>Strategy(ies) (add AQUESTT Tenets after each strategy):</u></p> <p>All students will receive ELA instruction utilizing targeted high probability strategies specific to ELA:</p> <p>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.</p> <ol style="list-style-type: none"> 1. Use the core resources (Journeys, Storytown, Collections, Being A Writer) 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 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) 	
<p>Monitor and Adjust –</p> <p>Quarterly SIP Review meetings – August 28, October 30, December 18, February 19, April 29</p> <ol style="list-style-type: none"> 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 	<p>Budget/Resource Alignment (Title I schools)–</p> <p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p>

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<p>7. Discuss adjustments needed to the plan After the SIP Review meeting -</p> <p>8. Adjust SIP plan based after receiving input from staff</p> <p>9. Upload adjusted plan to Instructional Leadership SharePoint</p> <p>10. Send notes of SIP Review meeting to CIS leadership</p>	
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Elementary School Name: Springville Elementary Science

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 _____; Goal rate for Spring 2020 _____*

School Science Goals:

NSCAS Summative Goal

1. For NSCAS Science summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by _____ *Spring 2019 rate _____; Goal rate for Spring 2020 _____*

MAP Interim Assessment Goals

2. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 3.61%. *Spring 2019 rate 63.9%; Goal rate for Spring 2020 67.5%*
3. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5.2%. *Spring 2019 rate 48%; Goal rate for Spring 2020 53.2%*

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
2. Students will utilize interactive notebooks to demonstrate science learning

Monitor and Adjust –

Quarterly SIP Review meetings – August 28, October 30, December 18, February 19, April 29

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 -

12. Adjust SIP plan based after receiving input from staff
13. Upload adjusted plan to Instructional Leadership SharePoint
14. 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?

School Name: Springville Elementary MTSS-B Goal

<p><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.)</p>	
<p><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.</p>	
<p><u>Strategies:</u> Tier 1</p> <ul style="list-style-type: none"> • 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. 	<p><u>Strategies:</u> Tier 2</p> <ul style="list-style-type: none"> • 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.
<p><u>Success Criteria:</u> Tier 1</p> <ul style="list-style-type: none"> • 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 	<p><u>Success Criteria:</u> Tier 2</p> <ul style="list-style-type: none"> • Team will develop decision rules for Tier 2 nominations. • Staff will assist monitoring and implementing Tier 2 interventions.

<p>providing feedback to students.</p> <ul style="list-style-type: none"> • School-wide acknowledgement system used to reinforce student behavior. • Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time. 	
<p><u>Progress Monitoring:</u> <u>Tier 1</u> The MTSS-B Tier 1 team will:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Progress Monitoring:</u> <u>Tier 2</u> The MTSS-B Tier 2 team will:</p> <ul style="list-style-type: none"> • 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.
<p><u>Monitor and Adjust:</u> <u>Tier 1</u> The MTSS-B Tier 1 Team will:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Monitor and Adjust:</u> <u>Tier 2</u> The MTSS-B Tier 2 Team will:</p> <ul style="list-style-type: none"> • 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.
<p>Quarterly SIP Review meetings –Review SIP goals, strategies and PD plan</p> <ol style="list-style-type: none"> 1. Review all progress monitoring measures and fidelity checks for the quarter 2. Identify which progress monitoring measures were completed and achieved (provide evidence of success) 3. Identify which progress monitoring measures were incomplete and/or not achieved (provide evidence of effort) 4. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan 5. Conduct building walk identifying evidence of growth from previous quarter 6. Discuss adjustments needed to the plan <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> 7. Adjust SIP plan (including PD plan) based on progress monitoring measures, after communicating and receiving input from staff 8. Upload adjusted plan to Instructional Leadership SharePoint 9. Send notes of SIP Review meeting to CIS leadership 	

School Name: Springville Elementary Wellness Goal

**School Improvement Plan Growth Goals
2019-2020**

District Intended Wellness Outcomes:

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

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

- Increase the physical activity for staff and students by increasing the number of participants for each activity by 10%.
- Improve staff and student knowledge of healthy eating choices by including a healthy tip in the announcements daily.
- 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 families to increase their awareness of healthy eating.
- Increase the number of times students are rewarded with physical activity/nonfood items instead of food to once a month.
- Increase access to physical activity by offering 15 minutes of activity in addition to scheduled PE time during the school day.

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.)

- 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