

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:		Omaha Public Schools	
County Dist. No.:		28-0001	
School Name:		Beveridge Magnet Middle School	
County District School Number:		28-0001-019	
School Grade span:		6-8	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Indicate subject area(s) of focus in this Schoolwide Plan.		<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____	
School Principal Name:		JoAnna Hale	
School Principal Email Address:		Joanna.hale@ops.org	
School Mailing Address:		Beveridge Magnet Middle School 1616 S. 120th St. Omaha, NE 68144	
School Phone Number:		531-299-2280	
Additional Authorized Contact Person (Optional):		Kristin Tipler	
Email of Additional Contact Person:		kristin.tipler@ops.org	
Superintendent Name:		Matthew Ray	
Superintendent Email Address:		Matthew.ray@ops.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Confirm Schoolwide Plan will be available to the School District, Parents, and the Public.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<u>Names of Planning Team</u> (Include staff, <i>parents</i> & at least <i>one student</i> if <i>Secondary School</i>)	<u>Titles of those on Planning Team</u>
Sarena Dacus, Parent	<u>Parent</u>
JoAnna Hale, Principal	<u>Administrator</u>
Zoey Sankey	Principal
Shay Kilgore	Student
Ace Steinke	Student
Susan Kennedy, Treasurer	Student
Kristin Tipler, AP	School Treasurer
Chad Wachholtz, AP	Assistant Principal
Anthony Aliano, Dean of Sts.	Assistant Principal
Laura Quist, IF	Dean of Students
Brian Tyrey, 7 th ELA	Teacher
Katherine Czerwec, 6 th ELA	Teacher
Kevin Blake, 6 th Math	Teacher
Sarah White, 7 th SPED	Teacher
Matthew Aguilar, 7 th Counselor	Counselor
	Teacher

School Information		
(As of the last Friday in September)		
Enrollment: 866	Average Class Size: 20.4	Number of Certified Instruction Staff: 60
Race and Ethnicity Percentages		
White: 35.2 %	Hispanic: 32.0 %	Asian: 3.0 %
Black/African American: 19.3 %	American Indian/Alaskan Native: .4 %	
Native Hawaiian or Other Pacific Islander: .1 %	Two or More Races: 6.5 %	
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 68.9 %	English Learner: 9.4 %	Mobility: 6.1 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	MAP
ELPA21	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1

Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction, and assessment decisions.

Beveridge SIP Team uses a number of data points as part of the annual comprehensive needs assessment, data analysis and planning process. The data review includes the use of our Annual Data book which includes:

- demographic data
- student achievement data
- climate and behavior data
- attendance and economic data

In addition to our annual Data Book, we utilized the 19.20 Accreditation Report for Beveridge (19.20 Final Beveridge Accreditation Report 6.4.20) which looked at classroom instruction and student learning.

Beveridge leadership utilized the CIS School Improvement Workshop Planning Guide (attached document: Omaha public Schools SIP Workshop 2021) to analyze all data to determine strengths and needs of the school. Due to the unique structure of school during the 20-21 school year due to COVID, we also looked at the 19-20 Cognia Accreditation Final Evaluation Review Document for overall instructional strengths and areas of improvement. Other pieces of data looked at: Parent, Student and Staff climate surveys, Discipline Data, Attendance Data, MAP data, ELPA21 data, MTSS-B observation data, and NSCAS data. We also utilized the ELEOT Observation tool to collect and analyze data. We also utilized a MTSS-B classroom checklist to collect data of our MTSS-B implementation. Finally, we looked at our Behavior Dashboard at our student discipline data.

After identifying strengths, we determined what actions supported this strength to continue progress in this area. We then identified areas needing support. All academic areas were identified as needing comprehensive growth for all student groups. Our special education students are not growing at a comparable rate with their non-disabled peers (Data Book). When aligning our student achievement data with our Evaluation Data, ELEOT data, and classroom walkthrough data, we were able to determine instructional needs to focus on to increase student achievement. We have also determined that our overall proficiency rates are declining over time, concluding that our students are not coming to the grade level prepared.

From this we determined our specific SIP goals in the areas of Academics, MTSS-B and Attendance, and the strategies we would utilize to meet our goals.

The OPS district staff from the Research Division provides training within the school year to support the school Testing Coordinator and Administration with resources to use to assist in better understanding the test results. Principals are receiving a folder through the school mail with individual school results and information. Additional asynchronous resources are available online in the Academic Data Rep Teams notebook (Memo: February Data Retreat 2/8/22 is in Folder 1.1) Data analysis is part of the SIP Improvement plan. The leadership team reviews the SIP plan quarterly and monitors progress toward meeting our goals. Three times per year, achievement data is shared with the entire school. MAP and assessment data is discussed by departments and teams who review student progress on common assessments and determine student progress on standards and learning goals.

In August, teachers review 20-21 MAP data (NSCAS was not available this year), teacher teams review and analyze the data. During the school year, after each MAP assessment Teacher Teams and Departments analyze the data to make informed decisions about student progress. The documents in folder 1.1 used for this analysis are: Data Dialogue for Looking at Student Growth, Quadrant Report Response to Data and Beveridge MAP Data Reflection.

1.2

Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.

The Beveridge SIP Team reviewed data from several district and school data sources. (Beveridge Data Book is in folder 1.2) Annually, OPS administers its Climate Survey to staff, students, and parents via a link. During virtual conferences, parents were also asked by their student's teacher how we can support the learning needs of their student. One way we provided a way for parents and community members to identify needs of the school was to use a parent survey. We surveyed parents regarding virtual conferences and if their needs were met (PT Conference Survey Results 11.1.20).

In reviewing the Parent Climate Survey located within the Beveridge Data Book, out of 676 students, 76 parents completed the survey. (During the 19-20 school year, 15 parents completed the survey. Significantly less than the 20-21 school year.) It was noted that the majority of parent responses remained consistent with the previous year for the majority of statements. The survey was taken during the 2nd half of the COVID shut down. The first month we were remote, for the remainder of 1st - 3rd quarters, we saw students every other day. There were still approximately 220 students who remained remote for the entire school year. We had no after school activities, and parents were not permitted to be in the building. The two statements that declined were:

* Do your children receive free or reduced-price lunch? 26% of the respondents answered yes. This was a 1% decline from the previous year. This could be due to all children receiving a free lunch this year, parents may not realize if their student qualified, or the parents that responded did fit into this category.

* The second area that showed a .09% decrease was in School Climate. Our team determined this was due to 20-21 being remote and no parent was allowed on campus, this may have led parents to feel that the climate may have changed due to what could have been perceived as being unwelcome. This may have also caused a decrease in student daily attendance.

In analyzing our P/T Conference Survey, it was noted that parents felt they were not appropriately communicated with regarding conferences. Virtual conferences were new for parents, and it was difficult to schedule for some. For others, they wanted to be in person for the meeting as this is what is the norm. (P/T Conference Data from parent survey is located in folder 1.2.)

The climate decrease could also be due to social media and the negative image that is portrayed through student postings. The team determined this would best be supported through MTSS-B and ensuring expectations would be taught, reviewed, and practiced throughout the year. OPS is updating all school websites, and information will be updated regularly for parents on the webpage, Twitter, and Facebook. The principal will continue to send out regular family and community newsletters via S'more.

At our Annual Parent Title 1 Team Meeting (Agenda and meeting sign in sheet from 2.17.22 included in folder), data was presented to parents using information from the data book to discuss demographics and achievement percentages in ELA and Math. The Parent Involvement Policy was also presented and discussed. Parents had the opportunity to provide input on the involvement policy. Parents also had the opportunity to provide thoughts on how Title 1 can support ELA, Math, and Parent Involvement. The team would like more after school opportunities for students to participate in. The team would also like to utilize Title 1 to include provide needed supports for students to assist them with being successful in the classroom. Parents were also invited to create the School-Parent Compact using a model to start from. Parents were able to adjust the model to meet the needs of the school and fit the requirements of the compact outlined for Title 1 Parent and Family Engagement Policy or Procedure Requirements. (Annual Title 1 Meeting Agenda, Sign in Sheet, Student-Parent Compact are located in folder 1.2.)

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.

Beveridge's school improvement plan (Attached SIP Plan Folder 1.3) was written with 4 goals – to increase academic achievement rates measured by increased performance on the MAP and NSCAS assessments, to decrease chronic absenteeism, to decrease the number of student discipline events, and to implement systems and practices for identifying and supporting students with frequent minor behavior incidents. The full School (SIP), as well as the SIP at a Glance plan and school goals documents are found in folder 1.2. In order to focus our PD on our goals, we wrote our professional development plan to include data analysis, the full implementation of Professional Learning Communities (PLCs); Student to Student Academic Conversations as a tool in the classroom to increase the rigor of dialogue with students; focused and specific PD on developing and sustaining positive relationships with students; and a focus on data informing checks for understanding to guide gradual release.

The Beveridge MTSS-B Committee meets twice a month to continue on-going efforts to improve the implementation of our Tier 1 School Wide Expectations to decrease behavior incidents which leads to students reacclimating to attending class daily. Our staff has been implementing MTSS-B to decrease student discipline events. The MTSS-B committee meets twice a month. The MTSS-B committee met with students in grade level teams in January to review Cafeteria Expectations with an engaging activity for students to participate in. The team also planned a review of other school-wide

expectations based on the classroom walk through and coaching observation visits. This reteaching will take place in March after returning from Spring Break.

The Beveridge Attendance goals are around the OPS Strive for 95 initiative. The Beveridge Attendance Team meets weekly (One attendance Agenda for 3/4/22 is located in folder 1.3.) The team meets to monitor attendance and discuss Attendance goals, develop incentives for attendance, to discuss and provide tools/resources to students and families to help address reducing student absenteeism. To support our attendance goals, Beveridge shares attendance information with parents at conferences. Additionally, students who have met the Strive for 95 goal are provided with an attendance recognition certificate after each quarter. (Excellence in Attendance Award in folder 1.3.) In addition, the attendance team has provided a pancake breakfast for all students who met this goal. The Attendance Team conducts home visits and makes phone calls for students approaching milestone absences to support students and families and provide information about helpful resources to the family along with a referral to the Beveridge Social Worker. The team also conducts home visits and makes phone calls for students approaching milestone absences to support students and families to encourage improved attendance. All phone calls are logged into the Student Services Parent Contact log.

The Beveridge Leadership Team conducts classroom walk throughs, and administration conducts formal and informal observations to collect data and provide coaching to teachers based upon our school goals. The data collected from various classroom visits demonstrates the need for continued work in the areas identified within our SIP goal.

Beveridge is implementing PLCs within all Departments at Beveridge. The PLC team meets twice a month and follows the PLC process for looking at data, setting goals and developing common formative assessments within the department. (PLC meeting schedule for 1st Semester, SMARTE Math goals PDF, Staff PLC Roles are in folder 1.3.) This is the first year of full implementation, Beveridge is currently at the beginning stage of becoming a PLC school.

Beveridge SIP goals are monitored regularly and have a formal review quarterly with the leadership team to determine if we are on target to meet our goals. (Leadership Meeting Agenda is in folder 1.3.) At the first quarter review, we looked deeper into our data and took a deeper dive into what our needs are and have begun the process of creating a Root Cause Analysis document to be used for the 22-23 SY planning. (Beveridge Leadership Team Root Cause Analysis PDF in folder 1.3). This document will continue to be worked on until the new SIP is written.

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.

Beveridge identified students needing specific support in Reading and enrolled them into our Reading Intervention Class. Beveridge also utilizes additional online resources to support students with remediation and acceleration. The following programs are used to support students in Reading and Math:
IXL

Brain Pop

Khan Academy

Newsela

Teachers use the 90-minute instructional block to include 30 minutes of daily small group instruction to include content support, remediation, and acceleration. This 30-minute timeframe is also utilized to support students with completing homework assignments with all of the resources and tools available to them.

A copy of a weekly newsletter is included in the folder that indicates our weekly Tutorials for students. Some students are specifically targeted to attend based upon data; all students are welcome to attend the additional 2 hours of tutorial for instructional support in any content area. This extends the school day by two hours twice a week. Students work on current content during tutorial. Currently, after school tutoring does not utilize additional curriculum to support student needs.

Students not demonstrating proficiency on grade level content are invited to attend summer school – Next Level Learning. This program runs in both June and July. The purpose of Next Level Learning is to remediate gaps for students, so they are prepared for the grade they are entering into for the 22-23 school year. (Next Level Learning documents are included in folder 3.0.)

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

Staff participates in ongoing professional development that focuses on the core strategies of our instruction. Staff PD takes place during TEAM plan on Tuesdays and Wednesdays of each week. PD also takes place on OPS Staff PD Days and within PLC meetings twice a month as aligned with PLC focus. (TEAM PD Agenda for week of 1.11.22 is in folder 3.1.)

- Explicit Instruction using gradual release model. 90-minute instructional block for all classes, teachers utilize 30 minutes within that block to provide specific support to students needing academic support as demonstrated by data and during lesson checks for understanding.
- Reading Intervention course built within master schedule (Master Schedule is in Folder 3.1)
- MTSS-B Process – Utilizing a book to support the importance of building relationships with students and specific strategies that work to increase relationships and increase student efficacy. The book title: You have to reach them to teach them. Updated PD for MTSS-B during the 2nd semester of 21.22 school year as a result of the classroom walkthrough data reports. (Three observational data reports are in folder 3.1.)
- Interventions Used: Small Group Instruction, Support Plans, SAT Process, After School Tutorial
- Social/Emotional Strategies: taught weekly during announcements in the Advisory Period (Master Schedule is included in folder 3.1.)
- Classroom Management (MTSS-B)
- Professional Learning Communities (PLC)
- Data Team Reviews within PLC meetings
- Discipline Referral Data
- Classroom walk through, and coaching visits supports each teacher individually with specific feedback related to their instruction.

Based upon the MTSS-B walk through data and the instructional observation walk through data, it is clear that our teachers need support with supporting MTSS-B and student behavior utilizing school-wide expectations, pre-corrects and positive reinforcement. Teachers are also struggling to implement a full instructional cycle with meaningful engagement that leads to providing relevant, performance-based data within the lesson. The leadership team adjusted the 2nd Semester PD plan to address the data collected. (Beveridge School-wide Data Walk PDF is in folder 3.1.)

Looking at the student discipline referral data, suspensions and the MTSS-B data collected in walk through and formal observations, reviewing procedures and expectations in the classroom is needed. Attached is a document for teachers to review to ensure they have procedures in place for all boxes. (Building Systems and Procedures for Classrooms in Alignment is in folder 3.1.)

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
	<p>On 2.17.22 a Title 1 Parent/Team Meeting was held (Agenda in Folder 4.1) to include 1. Informing parents that Beveridge has been designated a Title 1 School by OPS, and 2. for developing the Beveridge School-Parent Compact. This is the first year that Beveridge has been identified as a Title 1 School and therefore a second opportunity was not available to review at another time in a meeting.</p> <p>During the Annual Title 1 Meeting, Beveridge Administration provided the definition of Title 1 and that additional funding is provided to support students in learning to their full potential. The principal provided the current School-Parent Compact from our Student Handbook that is currently being used at Beveridge as a starting point with required highlighted components included. Parents and Team had the opportunity to review and revise the compact. The meeting participants were broken up into small groups to discuss the compact. As a result, the Beveridge school-parent compact has been created (Compact is included in 4.1 Folder). The Parent-School Compact will be printed and distributed in our Student Handbook at the beginning of the school year. Teachers, parents, and students will be involved in reviewing, editing, and developing the compact (School-Parent Compact is included in 4.1 Folder). The plan addresses how the components of the parent plan are reviewed to assure that all parties are fulfilling their roles and responsibilities.</p> <p>The Title 1 Meeting was held at the school in February. There were representatives from each grade level, different departments, students, and parents. One parent attended virtually. (The sign in sheet is in Folder 4.1.)</p>
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
	<p>On 2.17.22 at the Annual Title 1 Parent/Team Meeting was held. This was our initial meeting since being designated a Title 1 school. A draft of the OPS Title 1 School's Parent and Engagement Policy was shared with the team. Team members had the opportunity had the opportunity to review and suggest improvements/revisions to the document at this time. The meeting participants were broken up into small groups to discuss the policy. A parent had a question about the timeline for publishing our plan, Parent-Student Compact and Parent Involvement Policy. There were no questions or</p>

comments related to the policy during the meeting. A copy of the English and Spanish Title 1 Parent and Family Engagement Policy is located in the 4.2 folder. This document will be up for annual review and subject to improvements as needed. There will be regularly scheduled parent meetings throughout the 2022-23 school year. Parents will have an opportunity to meet with the principal and offer feedback on policy and procedure documentation. The Title 1 Parent and Family Engagement Policy and the Title 1 Compact along with our Title 1 Schoolwide Plan will be shared with all families in a weekly newsletter once it is approved. The documents will also be placed on our school website in the Title 1 link.

The meeting was held in person and the agenda and sign in sheet from the meeting are in folder 4.2. The Title 1 Team consists of multiple teachers from all grade levels, content departments, special education, administration, students, and parents.

4.3

Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.

The 21-22 Annual Title 1 parent meeting was held informing the parents of the school's participation in Title 1 in February of 2022. (The agenda and sign in sheet for this meeting is included in the 4.3 folder.) The purpose of the meeting was to announce that Beveridge has been designated a Title 1 School by OPS, inform parents what Title 1 is, to review and revise the Parent-Student Compact (included in 4.3 folder), to review and revise the Parent and Family Engagement Policy (included in 4.3 folder) and to present the Beveridge School Improvement Plan (SIP) and the SIP at a Glance (both area included in the 4.3 folder).

This was our first Title 1 meeting since being identified as a Title 1 school. The principal provided information from the NDE Title 1 website to inform parents about Title 1. During this meeting, parents and the school team had the opportunity to provide input on what should be included in our plan. The parent meeting included sign-in sheets for parents and school team to sign. The Beveridge Title 1 Documents will be located on the school web site as soon as they are approved.

Parents were specifically asked how we can inform/support parents and families with the education of their student. This team determined a parent survey will be developed to send to all families at the start of 22.23 to get their input on parent involvement at Beveridge.

Also included in the 4.3 folder is a Parent/Community SMORE Newsletter from 8/30/21 to invite parents to become involved on committees at Beveridge. The SMORE Newsletter is distributed through Blackboard to all parents and Beveridge staff. The newsletter on SMORE can be translated to many languages so that parents can receive the information in their primary language. The committees would promote two-way communication and would include parent input throughout the school year.

5. Transition Plan

5.1

Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).

Beveridge begins recruitment activities during the month of January for incoming 5th grade students. In January, Beveridge Magnet Middle School counselors visit all Beveridge feeder elementary schools to provide students with information about transitioning to middle school, specifically regarding transitioning to Beveridge.

In January, recruiting efforts culminate with an Open House at Beveridge for all interested 5th grade students and their families (Magnet Open House SMORE in 5.1 folder). 5th grade Students, who will be attending Beveridge in the Fall as 6th graders, are invited at the end of April to come to Beveridge to register for their classes at Beveridge. (5th Grade Registration Letter in 5.1 folder.)

Incoming 6th grade students are also invited to a Welcome Camp/Jump-Start that is held in the summer. (A letter emailed to all parents regarding signing up for Jump-Start is included in the 5.1 folder). At the Jump-Start, incoming students get acclimated to the school, they get a tour of the building, get to know the staff and routines, and get to know some of their peers that will be joining them at Beveridge. (A document with topics covered during the Newcomer Week/Jumpstart is included in the 5.1 folder.) A formal description of Jump Start into Middle School is included in the 5.1 folder titled M School Summer Jump-Start Overview.

Summer Jumpstart gets incoming 5th grade students acclimated to Beveridge prior to the school year starting. (The overview for Middle School Next Level Learning is in folder 5.1.)

After school starts, parents and families are invited to an Open House in to see the school and classrooms and talk with staff.

5.2

Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).

Beveridge follows the OPS Transition Plan for students transitioning from middle school to high school (Beveridge Transition Plan at a Glance in document in 5.2 folder). This plan includes a high school orientation component. During orientation, students are given an overview of the high school options based on the OPS Student Assignment Plan as a part of the selection process. 8th grade students receive a high school orientation overview by school counselors. Students select the schools they would like to attend and assignment is based on school capacity. The OPS English Language Learners Department has a process for transitioning EL learners from middle school to high school. Once a student has received their assignment - they are given a registration form (this includes course selection) to be completed with their parents and returned to their middle school counselor. All students who are Deaf or Hard of Hearing have a transition process specific to them led by OPS Special Education Department.

From the last week in November to the last week in March, students participate in transition activities as 8th graders. Each week, there is a communication placed in the Weekly Parent and Community Newsletter regarding the activities (Communication Plan for 8th grade students in 5.2 folder). The transition from middle school to high school begins in November with an invitation for 8th grade students to attend the High School Showcase for the schools they will be attending or are interested in attending. In December, the counselors begin the transitioning process by providing students with a booklet for transitioning to high school. They also learn about the different high schools and they will select the high school or schools they are interested in. The students will receive information on

the Open House dates for their selected school. In January, the student high school selection is due to counselors. Also in December, students will learn about high school – what a high school credit is, and how many credits they need to earn to graduate.

In February, students receive a letter informing them of their High School Placement. The last week in February, students meet their high school counselors. The counselors from all of the high schools come to Beveridge to meet with 8th grade students who will be attending their high school in the Fall. Starting the first week of March, students will meet with their high school counselor one on one to finalize their class choices for 9th grade.

During the summer, 8th grade students have the opportunity to attend High School Jump Start to acclimate them to High School. During Jump Start students will take a deep dive into the Freshman Academy, the Portrait of a Graduate and Teambuilding. (Two documents referencing Jump Start at the High School are in the 5.2 folder.

6. Strategies to address areas of need

6.1 *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

All Classroom Teachers, ELL and SPED teachers utilize OPS A+ Curriculum for planning and designing effective instruction. All teachers utilize the gradual release model and utilize engagement strategies along with measurable checks for understanding within the lesson. Using multiple data points, students are selected for our Reading Intervention Class to accelerate their ability to read and comprehend at grade level. Beveridge utilizes a Block Schedule and all classes are 90 minutes in length every other day. During this 90-minute block, Beveridge teachers have been instructed to utilize 30 minutes of this time for small group instruction. This time can be utilized to provide additional support with the current lesson or this time can be used for remediation practice for previously taught content not yet mastered as demonstrated through formative and summative data.

Teachers use MAP data to determine if a student is a) performing at grade level and b) if the student is making adequate yearly progress. In Advisory class, all students participate in goal setting at the beginning of the year, and they progress monitor their goals after each grading period and MAP Testing.

Beveridge Teachers work diligently to increase the quality time of learning by implementing the OPS instructional teaching model designed by A Framework for Effective Teaching. This model is designed to ignite thinking, identify objectives, use research-based instructional strategies, evaluate student learning, and an independent exit ticket to gather data.

In addition to the 30 minutes within each class period, additional time for students to work on needed skills is also provided through our After School Tutorial Program (There are two different documents relating to After School Tutorial in TEAMS, they are both in folder 6.1). After School Tutorial is on Tuesdays and Wednesdays and it is virtual so that all students have access. Tutorial lasts from 3:15 to 5:00 PM. Students can be assigned Tutorial or students can join tutorial voluntarily for support in any content area. Students are taught how to access Tutorial through our daily announcements. In all

Parent and Community Newsletters (Beveridge Community Newsletter 11.8.21), After School Tutorial is listed for Tuesdays and Wednesdays so parents are informed of tutoring opportunities. Beyond the instructional day, OPS offers Summer Programming (Email to Parents regarding Summer School and Middle School Next Level Learning PDFs in folder 6.1) is offered in June and July for students whose academic performance is below grade level.

Beveridge partners with local universities to host Student Teachers. Student teachers collaborate with cooperating teachers to work directly with students in small group, and one-on-one settings to support the student with content. Beveridge also partners with TeamMates to mentor students.