## District Intended Summative Outcome:

Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments ELA will increase compared to the previous year. Spring 2019 rate _____; Goal rate for Spring 2020 _____

## School ELA Goals:

1. **NSCAS Summative Goal**
   - For NSCAS ELA summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by ____%. Spring 2019 rate _17.7_%; Goal rate for Spring 2020 _26_%

2. **MAP Interim Assessment Goals**
   - **a.** For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by ____%. Spring 2019 rate _27.7_%; Goal rate for Spring 2020 _34.9_%
   - **b.** For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by ____%. Spring 2019 rate _36.2_%; Goal rate for Spring 2020 _42.6_%

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

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

All students will receive the guaranteed and viable ELA curriculum as written in the A+ OPS Curriculum Guides for ELA using a balanced literacy approach.

1. Use the core resources (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)

<table>
<thead>
<tr>
<th>Strategy No.</th>
<th>Success Criteria</th>
<th>Monitoring Progress</th>
<th>Timeline</th>
<th>Quarterly Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards</td>
<td>a. Lessons and plans align with A+ Curriculum Guides &lt;br&gt;b. Lessons and plans reflect high yield strategies &lt;br&gt;c. Common summative assessments administered according to A+ Curriculum Guide</td>
<td>a. Alignment is observed 100% of the time &lt;br&gt;b. Evidence observed during 95% of coaching visits and lesson plan checks &lt;br&gt;c. 80% of students score basic, proficient, or advanced</td>
<td>a. September &lt;br&gt;b. September and January &lt;br&gt;c. As determined by grade level pacing guides</td>
</tr>
</tbody>
</table>
## OPS School Improvement Plan 2019-2020

### 1. MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm
- **d.** MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm
- **e.** Common formative assessments are selected, administered, and collaboratively discussed
- **d.** 5% increase in number meeting growth goals and grade level norms from each test administration
- **e.** 80% of students score basic, proficient or advanced
- **d.** Fall, Winter, and Spring MAP assessments
- **e.** As determined by classroom teachers
- **d.** 5% increase in number meeting growth goals and grade level norms from each test administration
- **e.** 80% of students score basic, proficient or advanced
- **d.** Fall, Winter, and Spring MAP assessments
- **e.** As determined by classroom teachers

### 2. Provide daily guided reading instruction using the Literacy Continuum
- **a.** Lessons and plans include use of Continuum and all components of a guided reading lesson plan
- **b.** Benchmark assessments administered according to Testing Calendar
- **c.** Running records administered consistently
- **a.** Evidence observed during 95% of coaching visits
- **b.** 80% of students score Approaching, Meets or Exceeds expectations
- **c.** 80% of running records show growth
- **a.** November and March coaching visits
- **b.** According to testing calendar
- **c.** Discussed two times per quarter at grade level meetings

### 3. Provide students with daily literacy opportunities that build rigor during independent reading
- **a.** Student read self-selected text daily (minimum of 20 minutes in K-2, 30 minutes in 3-6)
- **b.** Teachers provide rigorous, independent literacy opportunities daily
- **a.** 100% of classrooms show evidence during Guided Reading
- **b.** Evidence observed during 100% of coaching visits
- **a.** Quarterly
- **b.** Quarterly
- **a.** Quarterly
- **b.** Quarterly

### 4. Tier 2 - Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act
- **a.** Phonics Mastery Guides taught daily beginning during quarter 1
- **b.** Progress monitoring every 5 days
- **a.** Coaching visits show evidence of fidelity 100% of the time
- **b.** 100% of participating students show growth
- **a.** October and November
- **b.** Discussed at October – December grade level meetings
- **a.** October and November
- **b.** Discussed at October – December grade level meetings

### Quarterly Goals
- **Quarter 3:**
  - a.
  - b.
  - c.
  - d.
  - e.
- **Quarter 4:**
  - a.
  - b.
Monitor and Adjust –
Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]
1. Review SIP goals, strategies and PD plan
2. Review progress monitoring measures and fidelity checks
3. Identify which progress monitoring measures were completed and achieved (provide evidence of success)
4. Identify which progress monitoring measures were not achieved (provide evidence of effort)
5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
6. Conduct building walk identifying evidence of growth from previous quarter
7. Discuss adjustments needed to the plan
After the SIP Review meeting -
1. Adjust SIP plan based after receiving input from staff
2. Upload adjusted plan to Instructional Leadership SharePoint
3. Send notes of SIP Review meeting to CIS leadership

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

3. **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 __10__%. *Spring 2019 rate _17.5%_; Goal rate for Spring 2020 _25.7%_.

4. **MAP Interim Assessment Goals**
   
   c. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by __10__%. *Spring 2019 rate _22.1%_; Goal rate for Spring 2020 _29.9%_.
   
   d. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by __10__%. *Spring 2019 rate _32.3%_; Goal rate for Spring 2020 _39.1%_.

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

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

5. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle (College, Career, and Civic Ready)

6. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations (College, Career, and Civic Ready)

7. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process (Assessment)

<table>
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<tr>
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</table>
| 2. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle | f. Students engage in high-quality tasks  
g. Teacher self-assessment  
h. High-quality tasks in lesson plans | f. Student artifacts show evidence of high-quality tasks in at least 75-90% of lessons  
g. Teacher self-assessments show implementation in at least 75-90% of lessons  
h. 90% of lesson plans checked and observed show evidence of high-quality task implementation | f. September, October, February, and April coaching visits  
g. October and February grade level meetings  
h. October and February lesson plan checks and coaching visits | Quarter 1:  
f.  
g.  
h. Quarter 2:  
f.  
g.  
h. Quarter 3:  
f.  
g.  
h. Quarter 4:  
f.  
g.  |
### OPS School Improvement Plan 2019-2020

**Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations**

- Students engage in discourse
- Implementation of math discourse
- Discourse opportunities evident in lesson plans
- Teacher self-assessment
- Student artifacts show evidence of discourse in at least 75% of lessons
- 75% of lessons observed show evidence of mathematical discourse
- Lesson plans show evidence of mathematical discourse in at least 75% of lessons
- Teacher self-assessment

- November and March coaching visits
- September and March grade level or faculty meetings
- September lesson plan checks

**Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process**

- Students progress toward standards on district common assessments
- MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm
- Grade level or faculty meetings to analyze student performance on common assessments and adjust instruction as needed
- 80% of students score basic, proficient, or advanced
- 5% increase in number meeting growth goals and grade level norms from each test administration
- 50%, or more, of grade level meeting agendas reflect time for staff to analyze assessment data
- As determined by A+ Curriculum Guides for each grade level
- Fall, Winter, and Spring MAP assessments
- 1x per month or as determined by timing of assessments

**Monitor and Adjust –**

- Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]
  - Review SIP goals, strategies and PD plan
  - Review progress monitoring measures and fidelity checks
  - Identify which progress monitoring measures were completed and achieved (provide evidence of success)
  - Identify which progress monitoring measures were not achieved (provide evidence of effort)
  - Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
  - Conduct building walk identifying evidence of growth from previous quarter
  - Discuss adjustments needed to the plan

**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?

- After the SIP Review meeting -
  - Adjust SIP plan based after receiving input from staff

9/27/19
<p>| | |</p>
<table>
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<tbody>
<tr>
<td>5.</td>
<td>Upload adjusted plan to Instructional Leadership SharePoint</td>
</tr>
<tr>
<td>6.</td>
<td>Send notes of SIP Review meeting to CIS leadership</td>
</tr>
</tbody>
</table>
Elementary School Name: Indian Hill

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:

5. NSCAS Summative Goal
   For NSCAS Science summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 10%. Spring 2019 rate _______; Goal rate for Spring 2020 _______.

6. MAP Interim Assessment Goals
   e. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 10%. Spring 2019 rate 25.4%; Goal rate for Spring 2020 32.9%.
   f. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 10%. Spring 2019 rate 32.3%; Goal rate for Spring 2020 39.1%.

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:

8. Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts
9. Students will utilize interactive notebooks to demonstrate science learning

<table>
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</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts</td>
<td>i. Students engage in Science and Engineering Practices</td>
<td>i. Evidence observed during coaching visits 50%-90% of the time</td>
<td>i. September</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Lesson plans reflect three-dimensional learning and Elevate science</td>
<td>j. Lesson plans show evidence 100% of the time</td>
<td>j. September and January</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k. Common summative assessments administered according to A+ Curriculum Guide</td>
<td>k. 80% of students score basic, proficient, or advanced</td>
<td>k. As determined by grade level pacing guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>l. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm</td>
<td>l. 5% increase in number meeting growth goals and grade level norms from each test administration</td>
<td>l. Fall, Winter, and Spring MAP assessments</td>
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# OPS School Improvement Plan 2019-2020

<table>
<thead>
<tr>
<th>m.</th>
<th>Common formative assessments are selected, administered, and collaboratively discussed</th>
<th>m.</th>
<th>80% of students score basic, proficient or advanced</th>
<th>m.</th>
<th>As determined by classroom teachers each quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 4:</td>
<td>i.</td>
<td>j.</td>
<td>k.</td>
<td>l.</td>
<td>m.</td>
</tr>
</tbody>
</table>

2. Students will utilize interactive notebooks to demonstrate science learning

<table>
<thead>
<tr>
<th>h.</th>
<th>Science notebooks demonstrate learning</th>
<th>h.</th>
<th>Notebooks observed 50%-90% of the time during coaching visits</th>
<th>g.</th>
<th>End of each quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Teacher self-assessment</td>
<td>i.</td>
<td>80% of teachers report use of science notebooks during instruction</td>
<td>h.</td>
<td>End of each quarter</td>
</tr>
<tr>
<td>Quarter 1:</td>
<td>h.</td>
<td>i.</td>
<td>Quarter 2:</td>
<td>h.</td>
<td>i.</td>
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</table>

### Monitor and Adjust –

Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]

15. Review SIP goals, strategies and PD plan
16. Review progress monitoring measures and fidelity checks
17. Identify which progress monitoring measures were completed and achieved (provide evidence of success)
18. Identify which progress monitoring measures were not achieved (provide evidence of effort)
19. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
20. Conduct building walk identifying evidence of growth from previous quarter
21. Discuss adjustments needed to the plan

After the SIP Review meeting -

7. Adjust SIP plan based after receiving input from staff
8. Upload adjusted plan to Instructional Leadership SharePoint
9. 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?
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.

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.

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.

Strategies: Tier 2
- 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.

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.

Success Criteria: Tier 2
- Team will develop decision rules for Tier 2 nominations.
- Staff will assist monitoring and implementing Tier 2 interventions.
**OPS School Improvement Plan**

**2019-2020**

- Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.

### Progress Monitoring:
#### 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.

#### Tier 2
The MTSS-B Tier 2 team will:
- 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:
#### 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.

#### Tier 2
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.

### Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]
1. Review SIP goals, strategies and PD plan
2. Review all progress monitoring measures and fidelity checks for the quarter
3. Identify which progress monitoring measures were completed and achieved (provide evidence of success)
4. Identify which progress monitoring measures were incomplete and/or not achieved (provide evidence of effort)
5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
6. Conduct building walk identifying evidence of growth from previous quarter
7. Discuss adjustments needed to the plan

After the SIP Review meeting -
1. Adjust SIP plan (including PD plan) based on progress monitoring measures, after communicating and receiving input from staff
2. Upload adjusted plan to Instructional Leadership SharePoint
3. Send notes of SIP Review meeting to CIS leadership

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