### 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 __36% (based on Winter MAP Predictions)__; Goal rate for Spring 2020 __42.4%__

### 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 __7.63__%. *Spring 2019 rate __23.7% (Based on Winter MAP Predictions)__; Goal rate for Spring 2020 __31.33%__

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 __3.65__%. *Spring 2019 rate __63.5%__; Goal rate for Spring 2020 __67.15%__
   - b. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by __5.4__%. *Spring 2019 rate __46.2%__; Goal rate for Spring 2020 __51.6%__

### 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 according to MTSS-A and strengthening Tier 1 instruction.

1. Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards with clear and measurable learning and language goals that are posted and referred to throughout the lesson (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>
</table>
| 1. Use the core resources (Journeys, Storytown, Collections, Being A Writer) | a. Lessons and plans align with A+ Curriculum Guides | a. Alignment is observed 100% of the time | a. September | Quarter 1:
<p>| | | | b. September and January | c. |</p>
<table>
<thead>
<tr>
<th>2. Provide daily guided reading instruction using the Literacy Continuum</th>
<th>a. Lessons and plans include use of Continuum and all components of a guided reading lesson plan</th>
<th>a. Evidence observed during 95% of coaching visits</th>
<th>a. November and March coaching visits</th>
<th>Quarter 1: a. b. c.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Benchmark assessments administered according to Testing Calendar</td>
<td>b. 80% of students score Approaching, Meets or Exceeds expectations</td>
<td>b. According to testing calendar</td>
<td>Quarter 2: a. b. c.</td>
</tr>
<tr>
<td></td>
<td>c. Running records administered consistently</td>
<td>c. 80% of running records show growth</td>
<td>c. Discussed two times per quarter at grade level meetings</td>
<td>Quarter 3: a. b. c.</td>
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<td></td>
<td></td>
<td>d. Evidence observed during 80% of coaching visits and 100% of lesson plan checks</td>
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<td>Quarter 4: a. b. c.</td>
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</table>

<table>
<thead>
<tr>
<th>1. Plan and deliver instruction based on state standards with clear and measurable learning and language goals that are posted and referred to throughout the lesson</th>
<th>b. Lessons and plans reflect high yield strategies</th>
<th>b. Evidence observed during 95% of coaching visits and lesson plan checks</th>
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<tbody>
<tr>
<td></td>
<td>c. Common summative assessments administered according to A+ Curriculum Guide</td>
<td>c. 80% of students score basic, proficient, or advanced</td>
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<td></td>
<td>d. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm</td>
<td>d. 5% increase in number meeting growth goals and grade level norms from each test administration</td>
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<td></td>
<td>e. Common formative assessments are selected, administered, and collaboratively discussed</td>
<td>e. 80% of students score basic, proficient or advanced</td>
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<td></td>
<td>f. Lessons will include Kagan Cooperative Learning Structures daily</td>
<td>f. Evidence observed during 80% of coaching visits and 100% of lesson plan checks</td>
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<td></td>
<td>g. MAP Data will be used for goal setting (individual and class) and diagnostic teaching (plan, execute, evaluate)</td>
<td>g. 5% increase in number meeting growth goals and evidence of plan provided in teacher submitted action plans</td>
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<td></td>
<td>h. Learning and Language goals are posted and referred to during the lesson</td>
<td>h. Learning and Language goals are posted and referred to 100% of the time</td>
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<thead>
<tr>
<th>Evidence observed during 95% of coaching visits and lesson plan checks</th>
<th>As determined by grade level pacing guides</th>
<th>Fall, Winter, and Spring MAP assessments</th>
<th>As determined by classroom teachers</th>
<th>Monthly coaching visits and lesson plan checks in October and March</th>
<th>Monthly action plans</th>
<th>Daily during instruction</th>
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</thead>
<tbody>
<tr>
<td>80% of students score basic, proficient, or advanced</td>
<td>Evidence observed during 80% of coaching visits and 100% of lesson plan checks</td>
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<td>Evidence observed during 80% of coaching visits and 100% of lesson plan checks</td>
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<tr>
<td>80% of running records show growth</td>
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| As determined by classroom teachers | Evidence observed during 80% of coaching visits and 100% of lesson plan checks | Evidence observed during 80% of coaching visits and 100% of lesson plan checks | Evidence observed during 80% of coaching visits and 100% of lesson plan checks | Evidence observed during 80% of coaching visits and 100% of lesson plan checks | Evidence observed during 80% of coaching visits and 100% of lesson plan checks | Evidence observed during 80% of coaching visits and 100% of lesson plan checks |
### OP School Improvement Plan
#### 2019-2020

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<tbody>
<tr>
<td>3.</td>
<td>Provide students with daily literacy opportunities that build rigor during independent reading</td>
<td>a.</td>
<td>Student read self-selected text daily (minimum of 20 minutes in K-2, 30 minutes in 3-6)</td>
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<td>b.</td>
<td>Teachers provide rigorous, independent literacy opportunities daily</td>
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<td></td>
<td>c.</td>
<td>Daily literacy activities will include Responses to Literature, interactive journaling, writing across content areas, literature circles and book talks</td>
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<td></td>
<td></td>
<td>a.</td>
<td>100% of classrooms show evidence during Guided Reading</td>
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<td></td>
<td></td>
<td>b.</td>
<td>Evidence observed during 100% of coaching visits</td>
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<td></td>
<td></td>
<td>c.</td>
<td>Evidence observed during 100% of coaching visits and 100% of lesson plan checks</td>
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<td>a.</td>
<td>Quarterly</td>
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<td>b.</td>
<td>Quarterly</td>
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<td></td>
<td></td>
<td>c.</td>
<td>Monthly coaching visits and lesson plan checks in October and March</td>
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</tbody>
</table>

| 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 |   |   |
|   |   | c. | LLI (Leveled Literacy Intervention) daily |   |   |
|   |   | a. | Coaching visits show evidence of fidelity 100% of the time |   |   |
|   |   | b. | 100% of participating students show growth |   |   |
|   |   | c. | 100% of participating students show growth |   |   |
|   |   | a. | October and November |   |   |
|   |   | b. | Discussed at October – December grade level meetings |   |   |
|   |   | c. | September through May with data collection taking place |   |   |

### Monitor and Adjust –

- **Quarterly SIP Review meetings – September 11, 1:00: Parent/Guardian SIP Meeting**
- **October Team Meetings (Staff)**
- **Data/SIP Night on November 21st 5:30-7:30: Parents/Guardians**
- **November team meetings (Staff)**
- **January 31st: Principal’s Coffee (Parents/Guardians)**
- **January-April Team Meetings (Staff)**
- **April 24th: Principal’s Coffee (Parents/Guardians)**
  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?
  - Extra part time staff to support ELA
  - LLI Kits (Replenishing)
  - Tutoring
  - Summer School
  - Jump Start
  - Saturday School
  - Classroom Supplies
Elementary School Name: Gomez Heritage Elementary - Math

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 ___36% (Based on Winter MAP Predictions)____; Goal rate for Spring 2020 _42.4%____

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 ___8.09__%. Spring 2019 rate ___19.1% (Based on Winter MAP Predictions)____; Goal rate for Spring 2020 __27.19%____

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 ___2.99__%. Spring 2019 rate _70.1%____; Goal rate for Spring 2020 _73.09%____
   d. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by ___6.6__%. Spring 2019 rate __34%____; Goal rate for Spring 2020 ___40.6%____

Strategy(ies) (add AQUESTT Tenets after each strategy):
All students will receive mathematics instruction utilizing targeted high probability strategies specific to mathematics according to MTSS-A and strengthening Tier 1 instruction:

5. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle and provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations provided through OGAP (College, Career, and Civic Ready)

6. Use the core resources (Go Math) to plan and deliver instruction based on state standards with clear and measurable learning and language goals that are posted and referred to throughout the lesson (College, Career Ready, Assessment)

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>
<thead>
<tr>
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<tbody>
<tr>
<td>2.</td>
<td>i. Students engage in high-quality tasks including productive struggle, discourse, and making connections between mathematical ideas and representations</td>
<td>i. Student artifacts show evidence of high-quality tasks in at least 75-90% of lessons</td>
<td>i. September, October, February, and April coaching visits</td>
<td>Quarter 1: f. g. h.</td>
</tr>
</tbody>
</table>
## OPS School Improvement Plan
### 2019-2020

### Representations with Strategies Provided through OGAP
- k. High-quality tasks in lesson plans
- l. OGAP strategies and team collaboration
- i. Evidence observed 75% of time during coaching visits (OGAP strategies) and 100% of time during team collaboration
- h. Monthly coaching visits and XCT meetings

### Use the Core Resources (Go Math) to Plan and Deliver Instruction Based on State Standards with Clear and Measurable Learning and Language Goals That Are Posted and Referred to Throughout the Lesson
- d. Lessons and plans align with A+ Curriculum Guides
- e. Lessons and plans reflect high yield strategies
- f. Lessons will include Kagan Cooperative Learning Structures daily
- g. MAP Data will be used for goal setting (individual and class) and diagnostic teaching (plan, execute, evaluate)
- h. Learning and Language goals are posted and referred to during the lesson

### Utilize Common Assessments along with Other Data Sources Such as NSCAS, MAP, Ongoing Formative Assessments, etc. as a Part of the Instructional Process
- d. Students progress toward standards on district common assessments
- e. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm
- f. Team, staff, and XCT meetings to analyze student performance on common assessments and adjust instruction as needed
- d. 80% of students score basic, proficient, or advanced
- e. 5% increase in number of students meeting growth goals and grade level norms from each test administration
- f. 50%, or more, of grade level meeting agendas reflect time for staff to analyze assessment data
- d. As determined by A+ Curriculum Guides for each grade level
- e. Fall, Winter, and Spring MAP assessments
- f. 1x per month or as determined by timing of assessments

### Monitor and Adjust –

- Quarterly SIP Review meetings – Quarterly SIP Review meetings – September 11, 1:00: Parent/Guardian SIP Meeting
- October Team Meetings (Staff)
- Data/SIP Night on November 21st: 5:30-7:30: Parents/Guardians
- November team meetings (Staff)

### 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?

- Extra part time staff to support Math

9/26/19
Elementary School Name: Gomez Heritage 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 ______ (Will need to wait for NSCAS results) 2017-18 rate 47.9% Goal rate for Spring 2019 53.1%

School Science Goals:

5. NSCAS Summative Goal: Do Not Take the Summative Assessment at Gomez Heritage
   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 ______

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 ___3.9__%. Spring 2019 rate__61%___; Goal rate for Spring 2020 __64.9__%
   f. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by ___7__%. Spring 2019 rate __30%____; Goal rate for Spring 2020 __37%____

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 according to MTSS-A and strengthening Tier 1 instruction:
8. Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts by planning and delivering instruction based on state standards with clear and measurable learning and language goals that are posted and referred to throughout the lesson (College, Career Ready, Assessment)

9. Students will utilize interactive notebooks to demonstrate science learning (Educational Opportunities and Access, Assessment)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>3. Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts by planning/delivering instruction based on state standards with clear and measurable learning and language goals that are posted and referred to throughout the lesson</td>
<td>a. Students engage in Science and Engineering Practices</td>
<td>m. Evidence observed during coaching visits 50%-90% of the time</td>
<td>n. September-May</td>
<td>Quarter 1:</td>
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<td>b. Lesson plans reflect three-dimensional learning and Elevate science</td>
<td>n. Lesson plans show evidence 100% of the time</td>
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<td>i.</td>
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<td></td>
<td>c. Common summative assessments administered according to A+ Curriculum Guide</td>
<td>o. 80% of students score basic, proficient, or advanced</td>
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<td></td>
<td>d. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm</td>
<td>p. 5% increase in number meeting growth goals and grade level norms from each test administration</td>
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<td>k.</td>
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<td></td>
<td>e. Common formative assessments are selected, administered, and collaboratively discussed</td>
<td>q. 80% of students score basic, proficient or advanced</td>
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<td></td>
<td>f. MAP Data will be used for goal setting (individual and class) and diagnostic teaching (plan, execute, evaluate)</td>
<td>r. 5% increase in number of students meeting growth goals and evidence of plan provided in teacher submitted action plans</td>
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<td>m.</td>
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<td></td>
<td>g. Learning and Language goals are posted and referred to during the lesson</td>
<td>s. Learning and Language goals are posted and referred to 100% of the time</td>
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<td>Quarter 2:</td>
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<td></td>
<td>m. MAP Data will be used for goal setting (individual and class) and diagnostic teaching (plan, execute, evaluate)</td>
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<td>n. Lesson plans show evidence 100% of the time</td>
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<td>o. As determined by grade level pacing guides</td>
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<td>p. Fall, Winter, and Spring MAP assessments</td>
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<td>q. As determined by classroom teachers each quarter</td>
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<td>r. Monthly Action Plans</td>
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<td></td>
<td></td>
<td>s. Daily during instruction</td>
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</table>
## Students will utilize interactive notebooks to demonstrate science learning

- Science notebooks demonstrate learning
- Collaboration will take place during team and staff meetings

## Notebooks observed 50%-90% of the time during coaching visits

- 80% of teachers report use of science notebooks during instruction

## End of each quarter

- 90% of the time during coaching visits
- 80% of teachers report use of science notebooks during instruction

### Monitor and Adjust –

**Quarterly SIP Review meetings** – September 11, 1:00:
- Parent/Guardian SIP Meeting
- October Team Meetings (Staff)
- Data/SIP Night on November 21st: 5:30-7:30: Parents/Guardians
- November team meetings (Staff)
- January 31st: Principal’s Coffee (Parents/Guardians)
- January-April Team Meetings (Staff)
- April 24th: Principal’s Coffee (Parents/Guardians)

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

### Adjustments to the plan

- After SIP Review meeting -
  - Adjust SIP plan based after receiving input from staff
  - Upload adjusted plan to Instructional Leadership SharePoint
  - 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?
## OPS School Improvement Plan
### 2019-2020

**School Name:** Gomez Heritage Elementary-MTSS-B

### 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 (including leadership team and grade level representative) 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.
- Lessons provided to teachers to be taught within the first two weeks of school (including videos) and revisited after winter break.
- Posters are used as a model in the classroom and common areas in the school with the common language being used by all staff.
- Good Job Notes are utilized in all classrooms for positive reinforcement
- Positive office referrals are used to recognize students
- Quarterly celebrations are held to recognize positive behaviors. Teachers will recommend students.
- Implementation and staff training on Responsive Classrooms and Conscious Discipline (teacher language, morning meeting, cozy corner,

### 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.
and positive time out for reflection)

## Success Criteria: Tier 1
- Staff will teach, model and practice behavior expectations using the lessons and language from the school’s behavior matrix.
- Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students.
- School-wide acknowledgement system used to reinforce student behavior.
- Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.

## 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.
- Teacher lesson plans will document the teaching of the 12 MTSS-B lessons and revisiting the lessons in January
- Teachers will submit a reflection form about teaching and

## Success Criteria: Tier 2
- Team will develop decision rules for Tier 2 nominations.
- Staff will assist monitoring and implementing Tier 2 interventions.

## Progress Monitoring: 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.
implementing the lessons, including feedback
  • Coaching notes will be left documenting the MTSS-B lessons being observed and the common language being used

<table>
<thead>
<tr>
<th>Monitor and Adjust: Tier 1</th>
<th>Monitor and Adjust: Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MTSS-B Tier 1 Team will:</td>
<td>The MTSS-B Tier 2 Team will:</td>
</tr>
<tr>
<td>• Review Big Five behavior data and create and monitor monthly Solution Plans to increase positive student behavior school wide.</td>
<td>• Review behavior data, implementation fidelity and make needed adjustments to the interventions for students in need of Tier 2 supports.</td>
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<tr>
<td>• Make needed adjustments to lesson plans, acknowledgement system and other practices.</td>
<td>• Meet twice monthly to monitor the efficacy of the selected interventions.</td>
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<td>• Provide on-going professional development based on needs identified by the team.</td>
<td>• Work jointly with the Tier 1 team to provide professional development on Tier 2 interventions.</td>
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<td>• Data and reflections to be monitored and discussed at team and staff meetings</td>
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Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]
  i. Review SIP goals, strategies and PD plan
  ii. Review all progress monitoring measures and fidelity checks for the quarter
  iii. Identify which progress monitoring measures were completed and achieved (provide evidence of success)
  iv. Identify which progress monitoring measures were incomplete and/or not achieved (provide evidence of effort)
  v. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
  vi. Conduct building walk identifying evidence of growth from previous quarter
  vii. Discuss adjustments needed to the plan

After the SIP Review meeting -
  i. Adjust SIP plan (including PD plan) based on progress monitoring measures, after communicating and receiving input from staff
  ii. Upload adjusted plan to Instructional Leadership SharePoint
  iii. 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?
Elementary School Name: Gomez Heritage Elementary-Attendance

**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: _____ Goal Achievement: _____

**School Attendance Goal:**

Our school will increase the number of students in the NOT CHRONIC (green) domain by 2%. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE For 95.

2018-2019 Achievement: __51.5%__ Goal Achievement: __53.5%__

**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. (Positive Partnerships, Relationships, and Success)
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. (Positive Partnerships, Relationships, and Success)
3. Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (Positive Partnerships, Relationships, and Success)
4. Implementation of Attendance Mentoring Program (Positive Partnerships, Relationships and Success)
5. In Class Today (Positive Partnerships, Relationships and Success)

<table>
<thead>
<tr>
<th>Strategy No.</th>
<th>Success Criteria</th>
<th>Monitoring Progress</th>
<th>Timeline</th>
<th>Quarterly Results</th>
</tr>
</thead>
</table>
| 4. | m. SSLs plan and facilitate weekly attendance meeting  
 n. Attendance Team members attend weekly Attendance Meetings and complete assigned tasks  
 o. Building Leaders attend SSL Facilitated Attendance Meetings | t. Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint.  
 u. Review Chronic Absenteeism by School Dashboard data showing a .25% increase per quarter  
 v. Building administrators review Attendance Dashboard data with Principal Supervisor  | t. Weekly  
 o.  
 p.  
 Quarter 2: n.  
 o.  
 p.  
 Quarter 3: n.  
 o.  
 p.  
 Quarter 4: n.  
 o. |
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<tr>
<td><strong>OPS School Improvement Plan</strong></td>
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<td><strong>2019-2020</strong></td>
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</table>

4. The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports.

   k. School Counselors make phone calls to parent/guardian of students who have reached 5 day milestone and document in Student Services contact log
   l. SAMPLE: Attendance Team Members/Staff work with students and families to remove attendance barriers

5. Review Attendance Dashboard Data during weekly Attendance Team Meeting.

   l. Review Attendance Dashboard data quarterly at team meetings-Quarter 1, Q2, Q3, and Q4

m. Review attendance barriers identified by parent/guardians to school counselor and how to address these barriers.

6. Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95.

   g. Staff engage daily with students promoting and recognizing attendance
   h. Teachers/Staff use methods to ensure all students feel welcome (morning meetings, greeting at the door)
   i. Teachers provide positive feedback to support daily attendance and promote future attendance
   j. Daily and Weekly Announcements provide attendance awareness and recognition
   k. Students will keep track of daily attendance. Students without absences attend a recognition event
   l. Parent meeting to explain and discuss the Extended Absence Form

7. Implement Success Mentoring Program

   a. Staff engage daily with students promoting and recognizing attendance
   b. Recognition of students’ attendance daily and achieving personal goal or Strive for 95 goal.

   a. Using the Attendance Dashboard, select students to participate in Attendance Mentor Programs.

   a. August 1 (Select students) and monitor bi-monthly.

Quarter 1:

   f. g. h.

Quarter 2:

   f. g. h.

Quarter 3:

   f. g. h.

Quarter 4:

   f. g. h.
### 2019-2020 School Improvement Plan

<table>
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<tr>
<th>Quarter 3:</th>
<th>Quarter 4:</th>
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<tbody>
<tr>
<td>a. Review Attendance Dashboard Data during weekly Attendance Team Meeting</td>
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### 8. In Class Today

**Monitor and Adjust**

10. Conduct Weekly Attendance Team Meetings and identify barriers to attendance
11. Conduct Weekly Attendance Team Meetings and identify students in each domain to support
12. Conduct Monthly SSL/Designee training to support district attendance focus
13. Monitor and process attendance milestones and County Attorney Referrals
14. Ensure fidelity of weekly attendance team meetings through uploading of Attendance Template to Instructional Leadership SharePoint
15. SSLs and Administrative staff provide updated attendance awareness and information based on attendance data at all School Staff Meetings and/or Team Meetings
16. Counselors Conduct yearly PLP meetings with students
17. Social Workers monitor and adjust available resources based on student attendance data
18. SSLs attend diversion meetings as requested by Juvenile Assessment Center
19. Conduct Collaborative Attendance Improvement Plan meetings with Attendance Team, student, parent/guardian
20. **SAMPLE:** Conduct quarterly meetings with Principal Supervisor to review building progress and put supports in place

### 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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### Elementary School Name: Gomez Heritage Elementary-Wellness

**Elementary, Middle, or High School versions**

### Growth Goals

**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 weekly.
- 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 students and families to participate in sports and athletic programs throughout the year.

### 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. Participation in the Fruit and Veggies Program
- Nutrition education and wellness topics during Principal’s Coffees

#### 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). Sensory activities in the PAC room.

### Girls On The Run

### 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
- Operation School Bell, One World Dental, Vision Van offering services to families.
- Daily Mindfulness for fourth graders during lunch time
- On-site food and clothing pantry
- Flu Shot Clinic and CPR training for staff
- Monthly Wellness Journal Page in staff calendars (Positive Affirmations/Reflection for the month, Healthy Reflections, and Connections I made with staff and students)
- Latino Center of the Midlands- Mindfulness for parents
- Weekly emails- staff mindfulness

### Success Criteria:

- 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
- Teachers and staff attending and participating in provided wellness professional developments
- School social worker, bilingual liaison, teachers, staff, counselors, and family facilitator working together with families to support and provide needed resources

### Monitoring Progress: (Documentation should be kept in the Wellness Binder)

- 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.)
- Administer and collect results from surveys (staff and families)
- Data collected from number of students participating in sports programs
Monitor and Adjust:

- Monthly check
- Communication with staff during team and staff meetings about program and professional development
- Communication with families during Principal's Coffees, after school events, and through the school social worker, school nurse, bilingual liaison, and family facilitator