

**Elementary School Name: MILLER PARK ELEMENTARY**

<p><b>District Intended Summative Outcome:</b> Increase the number of students demonstrating proficiency and growth on state ELA assessments</p>	
<p><b>School ELA Goal:</b> All students will receive the guaranteed and viable ELA curriculum as written in the A+ OPS Curriculum Guides for ELA using a balanced literacy approach.</p>	
<p><b>Strategy(ies) (add AQUESTT Tenets after each strategy):</b></p> <ul style="list-style-type: none"> <li>- Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards. (College and Career Ready, Assessment)</li> <li>- Provide daily guided reading instruction using the Literacy Continuum (College and Career Ready, Assessment)</li> <li>- Provide students with daily literacy opportunities that build rigor during independent reading (College and Career Ready, Assessment)</li> <li>- Conduct a school wide reading contest to promote 20 minutes of daily reading for pleasure (College and Career Ready, Assessment)</li> <li>- School wide focus on learning targets and formative assessments (College and Career Ready, Assessment)</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Learning Targets will be utilized in all classrooms. Students can convey what they are learning when asked.</li> <li>• Checks for understanding are used in all classrooms.</li> <li>• Students engage in opportunities for independent reading and rigorous literacy opportunities.</li> <li>• Teachers' lesson plans will convey daily ELA instruction based on the A+ OPS Curriculum Guides and reflect evidence of high yield literacy strategies to meet the demands of the College and Career Ready ELA standards.</li> <li>• Teachers teach all components of a guided reading lesson</li> <li>• Students receive daily opportunities for higher level thinking and processing during whole group instruction through use of the core resources.</li> </ul>	<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Running records data to monitor student growth, 2x per quarter per grade level.</li> <li>• NWEA-MAP Assessment Growth, 1st, 3rd and 4th quarter. 93% of students will show growth from Fall to Spring.</li> <li>• Coaching during whole group instruction and guided reading instruction to look for evidence of required components, 1x per quarter with discussion on collected data at grade level meetings.</li> <li>• Use of walkthrough forms designed for specific look fors – learning targets, checks for understanding.</li> <li>• Quarterly checks of lesson plans for alignment to reading pacing guides.</li> <li>• Reading contest data tabulated each month &amp; displayed.</li> <li>• Evaluation of learning targets being used at GLM.</li> </ul>
<p><b>Monitor and Adjust –</b></p> <ul style="list-style-type: none"> <li>- Goal is monitored and adjusted at the end of each quarter after progress monitoring data is reviewed</li> <li>- Communicate and discuss adjustments to instruction and progress toward goals at grade level and staff meetings</li> <li>- Staff will be updated on progress towards the goal once a quarter during staff and/or grade level meetings</li> <li>- BST meetings focus on reviewing, monitoring and adjusting SIP plan</li> </ul>	

**Elementary School Name: MILLER PARK ELEMENTARY**

<p><b>District Intended Summative Outcomes:</b> Increase the number of students demonstrating proficiency and growth on state Math assessments</p>	
<p><b>School Math Goal:</b> All students will receive mathematics instruction utilizing targeted high probability strategies specific to mathematics</p>	
<p><b>Strategy(ies) (add AQUESTT Tenets after each strategy):</b></p> <ul style="list-style-type: none"> <li>• Provide daily cumulative review to foster mastery and retention of math content (Educational Opportunities and Access)</li> <li>• Provide opportunities for students to share their mathematical thinking and to connect their thinking to multiple representations (College and Career Ready)</li> <li>• Use core resources (GO MATH) to plan and deliver instruction based on state standards (College and Career Ready, Assessments)</li> <li>• School wide focus on learning targets and formative assessments (College and Career Ready, Assessment)</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Learning Targets will be utilized in all classrooms. Students can convey what they are learning when asked.</li> <li>• Checks for understanding/formative assessments are used in all classrooms to guide instruction.</li> <li>• Students are given opportunities to experience productive struggle in math lessons.</li> <li>• Students will participate in school wide weekly math contest to promote productive struggle.</li> <li>• Teachers' lesson plans show evidence of daily cumulative review and of utilizing concrete, pictorial and abstract representations.</li> <li>• Teachers teach the math block according to district expectations.</li> <li>• Students engage with teachers in discourse, making connections among multiple methods.</li> <li>• Students can make connections between concrete, pictorial, and abstract representations (CPA)</li> </ul>	<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Common summative assessment data is analyzed to monitor student growth, 2x per quarter at grade level meetings</li> <li>• Quarterly lesson plan checks for alignment to pacing guides</li> <li>• NWEA-MAP Assessment Growth, 1st, 3rd and 4th quarter. 96% of students will show growth from Fall to Spring.</li> <li>• Student formative assessments (Grade level teachers determine common assessment to utilize each quarter)</li> <li>• Coaching visits focus on the district indicated math look fors, use of productive struggle and appropriate use of math block</li> <li>• Walkthroughs from leadership team during whole group math time to look for daily cumulative review, multiple representations, and discourse, 1x per quarter</li> <li>• Track data of math contest participants, correct answers</li> </ul>
<p><b>Monitor and Adjust –</b></p>	

- Goal is monitored and adjusted at the end of each quarter after progress monitoring data is reviewed
- Communicate and discuss adjustments to instruction and progress toward goals at grade level and staff meetings
- BST meetings focus on reviewing, monitoring and adjusting SIP plan

**Elementary School Name: MILLER PARK ELEMENTARY**

<p><b>District Intended Summative Outcomes:</b> Increase the number of students demonstrating proficiency and growth on state Science assessments</p>	
<p><b>School Science Goal:</b> All students will receive the guaranteed and viable science curriculum as written in the A+ OPS Curriculum Guides for Science.</p>	
<p><b>Strategy(ies) (add AQUESTT Tenets after each strategy):</b></p> <ul style="list-style-type: none"> <li>• Utilize the A+ OPS Science Curriculum Guide and core resource, Elevate science, to plan and deliver instruction based on state standards. (College and Career Ready)</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Learning Targets will be utilized in all classrooms. Students can convey what they are learning when asked.</li> <li>• Checks for understanding/formative assessments are used in all classrooms and they will be used to guide instruction.</li> <li>• Teachers’ lesson plans will convey regular science instruction based on A+ Curriculum Guides and Elevate science</li> <li>• Teachers’ lesson plans will incorporate clear and measurable learning goals</li> <li>• Teachers will utilize Elevate science to incorporate 3-dimensional learning into their science instruction</li> <li>• Students will engage in hands on learning experiences that align with the Nebraska’s College and Career Ready Standards for Science</li> <li>• Students will communicate their learning through science discourse using claims, evidence and justification</li> </ul>	<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Regular lesson plan checks for science (quarterly/semester)</li> <li>• A+ Curriculum Guide pacing/alignment checks for science</li> <li>• Learning walks (leadership team, grade-level teams) once per quarter to observe best practices, learning goals and students engaging in hands on learning, Discuss and analyze data during team meetings</li> <li>• Students will perform at proficient or advanced levels on common summative assessments</li> <li>• NWEA MAP - Science (grades 3-6); Fall and Winter. Review growth for each student – 92% of students will show growth.</li> </ul>

**Monitor and Adjust –**

- Staff will be updated on progress toward the goal at one staff meeting per quarter
- Staff will engage in a conversation regarding any adjustments that might need to be made
- Coaching notes left during science instruction will focus on learning goals, hands on learning, use of the viable curriculum and student discourse
- Professional development supporting the guaranteed and viable curriculum (Elevate science, Realize online resources, 3-dimensional learning)

**Elementary School Name: MILLER PARK ELEMENTARY**

**District Intended Behavior Outcomes:**

Engage in ongoing data-based decision-making and solution planning to decrease exclusionary discipline practices

**School MTSS-B Goal:** Will implement MTSS-B Tier 1 practices and systems with fidelity based on Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) data

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

- Create a Schoolwide Behavior Expectations Matrix, Lessons, Visuals and Staff/Student Procedures to implement MTSS-B
- Develop and use the MTSS-B Action Plan to guide and document implementation

**Success Criteria:**

- Staff will teach, model and practice behavior expectations using language from the school's Behavior Expectations Matrix using the A+ OPS Lesson Plan format
- Teachers will use a 4 to 1 positive to corrective ratio when providing feedback on student behaviors
- Staff will use schoolwide acknowledgement system to reinforce student behavior with specific positive feedback
- Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time

**Progress Monitoring:**

- Collect data from staff on lessons taught
- Provide feedback on positive to corrective ratio during coaching visits
- Collect data on the use of the acknowledgement system
- Determine trends in student behavior using the OPS Behavior Dashboard and other data sources

**Monitor and Adjust –**

- Review behavior lesson data and adjust
- Develop a professional development schedule to address areas of concern
- Monitor and encourage the use of the acknowledgement system
- Review monthly trends in student behavior and create solution plan

**Elementary School Name: MILLER PARK ELEMENTARY**

**District Intended Attendance Outcomes:**

Promote and increase daily student attendance and reduce tardies throughout the school year.

**School Attendance Goal:** Our school will reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%.

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

- Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, instructional facilitator, counselor and social worker. (Positive Partnerships, Relationships and Success)
- 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)
- Implementation of Attendance Mentoring Program (Positive Partnerships, Relationships and Success)
- Implementation of daily attendance monitoring data. Secretary will compile daily attendance percentage and daily tardy percentage. Principal will relay information to student via closing announcements.

**Success Criteria:**

- Establish and maintain an Attendance Team to consist of the principal, assistant principal, instructional facilitator, counselor, and social worker

**Progress Monitoring:**

- Attendance Dashboard
- Weekly attendance team meetings
- Counselor small groups
- SAT Meetings
- Small group mentors

<ul style="list-style-type: none"> <li>- Attendance Team meets weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports</li> <li>- Counselor will contact students if they reach the 5 day milestone to discuss an attendance plan and identify barriers</li> <li>- Assistant principal will set up contacts/meetings with students reaching the 10 day milestone.</li> <li>- Recognition monthly of students with no absences or tardies to school.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition boards</li> </ul>
<p><b>Monitor and Adjust –</b></p> <ul style="list-style-type: none"> <li>- Weekly Attendance Team Meetings</li> <li>- Quarterly District Attendance Team Meetings</li> </ul>	

**Elementary School Name: MILLER PARK ELEMENTARY**

<p><b>District Intended Wellness Outcomes:</b> Increase the number of wellness strategies implemented district-wide</p>	
<p><b>School Wellness Goal:</b></p>	
<p><b>Strategy(ies) (add AQUESTT Tenets after each strategy):</b></p> <ul style="list-style-type: none"> <li>- Implementation of initiatives at various points in year to promote healthier lifestyles for students and staff</li> <li>- Fresh Fruit and Vegetable program</li> <li>- Walking club for students (and staff)</li> <li>- Participation in district wellness activities each month</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Staff will voluntarily participate in a weight loss challenge</li> <li>- Staff will agree to have a healthy component to their food Friday menu</li> <li>- Students will participate in walking club before school</li> <li>- School will participate in the federal fresh fruit and vegetable program twice weekly.</li> </ul>	<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Data from challenge</li> <li>- Number of students participating in walking club</li> <li>- Completion of FFVP activities.</li> </ul>

<ul style="list-style-type: none"><li>- Sports teams will be open to all 4<sup>th</sup> and 5<sup>th</sup> grade students</li><li>- After school program will incorporate Zumba and physical activities into their rotations.</li><li>- First Thursday's will feature Nebraska grown products on the menu.</li></ul>	
<p><b>Monitor and Adjust –</b></p> <ul style="list-style-type: none"><li>- Data will be given to participants. District data can be maintained through each staff's wellness account online.</li><li>- If a need arises committee will evaluate and make additions to the plan</li></ul>	