

School Improvement Plan Growth Goals
2018-2019

<p>District Intended Summative Outcome: Increase the number of students demonstrating proficiency and growth on state ELA, Science, and Math assessment. (Middle school)</p>	
<p>School Academic Achievement Goal: Teachers will shift from skill development to implementation in checks for understanding (for data driven instruction).</p>	
<p>Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy): Use of a variety of assessments and best practices to drive instruction and measure student achievement (AQuESST: Assessment)</p>	
<p>Success Criteria: Teachers will plan for and use a variety of checks for understanding throughout the lesson/unit. Checks for understanding will align with the learning goal and standards of the lesson/unit. Teachers will use methods to ensure all students respond. Teachers use questions that are a mix of open and closed or a varied level of Bloom’s Taxonomy. Teachers use learner’s responses or work to plan for future differentiated instruction. Teachers will provide timely and specific feedback to learners based on their responses.</p>	<p>Progress Monitoring: Staff pre/post-assessment and reflection on Checks for Understanding rubric Monitoring staff professional goal growth during 1:1s Coaching visits MAP Growth Team meetings notes Staff meeting notes Lesson plans Feedback reports from K12 (MS/HS)</p>
<p>Monitor and Adjust:</p>	

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<p>District Attendance Intended Outcomes: Promote and increase daily attendance and reduce tardiness throughout the school year.</p>	
<p>School Attendance Goal: All learners will will meet 95% of total attendance hours required by the state. 1,026 hours/year (257 hours/quarter) for 9-10th grade and 980 hours/year for K-8 (245 hours/quarter) Reduce the percentage of students missing more than 4 days (which is 10% of the school year) or more of their school year. 10% of K-5 students will have 4 or less absences; 12% of 6-8 students will have 4 or less absences; 27% of high school students will have 4 or less absences for the 2018-19 school year.</p>	
<p>Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy):</p> <ul style="list-style-type: none"> - Our school will establish and maintain an Attendance Team to consist of the director, secretary, school support liaison, counselor, and instructional facilitator. (AQUESTT: Positive Partnerships, Relationships, and Success and AdvancED: Learning Capacity) - The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQUESTT: Positive Partnerships, Relationships, and Success and AdvancED: Learning Capacity) - Regular learning coach training on how to take attendance and what engagement should look like at home including quarterly check-ins - Regular learning coach communication regarding hours of engagement totals (quarterly, mid-quarterly, and as requested by LC). 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> -Increase in quarterly attendance -System of tracking attendance in IC -A system of communication home and within staff -Quarterly attendance awards -38 total weeks in school year – 2 short weeks = 36 total weeks x 30 hours = 1,080 total hours/year -17 weeks (semester 1) x 30= 510 hours -19 weeks (semester 2) x 30 = 570 <p>2017-18 f2f attendance data: K-5: 12/94 had 5 + absences (13%) 6-8th grade: 10/65 had 5+ absences (15%) 9th-10th (quarter 1) 12/39 had greater than 1 absence (30%)</p>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> - Attendance Dashboard - K12 reports - Notes from Weekly Attendance Team Meetings - Notes from SAT Meetings - 5, 10, 15 day attendance letters
<p>Monitor and Adjust:</p> <ul style="list-style-type: none"> - Weekly Attendance Team Meetings - Quarterly District Attendance Team Meeting - SAT Meetings - Attendance Mentor meetings 	

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<p><u>District Behavior and Climate Intended Outcomes:</u> Engage in ongoing data based decision-making and solution planning to decrease exclusionary discipline practices.</p>	
<p>School MTSS-B Goal: Implement MTSS-B Tier I practices and systems with fidelity based on the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) data.</p>	
<p>Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy):</p> <p>-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</p>	
<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Staff will teach, model and practice behavior expectations using language from the school's Behavior Expectations Matrix using the A+ OPS Lesson Plan format 2. Teachers will use a 4 to 1 positive to corrective ratio when providing feedback on student behaviors 3. Staff will use schoolwide acknowledgement system to reinforce student behavior with specific positive feedback 4. Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time 	<p>Progress Monitoring:</p> <ol style="list-style-type: none"> 1. Collect data from staff on lessons taught 2. Provide feedback on positive to corrective ratio during coaching visits 3. Collect data on the use of the acknowledgement system 4. Determine trends in student behavior using Think Sheets and OPS Behavior Dashboard and other data sources
<p>Monitor and Adjust:</p> <ol style="list-style-type: none"> 1. Review behavior lesson data and make adjustments 2. Develop a professional development schedule to address areas of concern 3. Monitor and encourage the use of the acknowledgement system 4. Review monthly trends in student behavior and create solution plans 	

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<p>District Intended Wellness Outcomes: Increase the number of wellness strategies implemented district-wide.</p>	
<p>School Wellness Goal: Implement a program-wide walking club to increase the awareness of the importance of physical activity.</p>	
<p>Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy):</p> <ol style="list-style-type: none"> Prior to inception of Walking Club, goals for the following will be set: avg number of participants, number of steps or distance walked. Create a pre/post survey measuring attitudes toward health/physical activity. Introduce the Walking Club via weekly newsletter to the learning coaches and facilitator. Highlight the benefits of daily physical activity. Share the date of the Walking Club kick off. Host a school assembly to introduce the Walking Club to participants (learners, learning coaches, learning facilitators). Have learners set a goal individually. Share the goal for the school community. Advertise the walking club to families throughout the year, encouraging participation from students. Begin Walking Club with pre-determined routes, both inside and outside. Continue to recruit, challenge, and celebrate individuals in their personal goals and contributions to a healthy community. 	
<p>Success Criteria:</p> <ol style="list-style-type: none"> Success will be measured by the following: <ol style="list-style-type: none"> Average number of participants Steps/distance walked Individual and community step goals Survey 	<p>Progress Monitoring:</p> <ol style="list-style-type: none"> Participants will set individual and community step goals. After each walking club session, we will have a way to monitor how many steps we have taken that is posted and updated. We will have a goal of steps established that we work towards. Celebrate when we meet goals.
<p>Monitor and Adjust:</p>	

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