

Academic

**Notes district priority

<p><u>District Vision</u> Every student. Every day. Prepared for success.</p>	<p><u>District Mission</u> Omaha Public Schools prepares all students to excel in college, career, and life.</p>
<p><u>District Intended Outcome:</u></p> <ol style="list-style-type: none"> Using the 4-year cohort graduation rate, we will increase the percent of students who are identified as graduating on time by 2.2 %. <ul style="list-style-type: none"> 2017-2018 Achievement: 78.1% 2019-2020 Goal Achievement: 80.3%; Increase of 61 students. For all NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as “On-Track” or “ACT Benchmark” by 3.6% ELA; 3.9% Math; 3.5% Science (High School) <ul style="list-style-type: none"> ELA: 2017 - 2018 Achievement 28.6% 2019-2020 Goal Achievement: 32.2% **Math: 2017 - 2018 Achievement:22.2% 2019-2020 Goal Achievement: 26.1% Science: 2017 - 2018 Achievement: 30.8% 2019-2020 Goal Achievement: 34.3% 	<p><u>School Intended Outcomes</u></p> <ol style="list-style-type: none"> Using the 4-year cohort graduation rate, we will increase the percent of students who are identified as graduating on time by 1.9%. <ul style="list-style-type: none"> 2017 - 2018 Achievement 81.6% 2019-2020 Goal Achievement 83.5% Increase of 12 students. For all NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as “On-Track” or “ACT Benchmark” by x% <ul style="list-style-type: none"> ELA: 2017 - 2018 Achievement _____% 2019-2020 Goal Achievement: _____% **Math: 2017 - 2018 Achievement: _____% 2019-2020 Goal Achievement: _____% Science: 2017 - 2018 Achievement: _____% 2019-2020 Goal Achievement: _____%
<p><u>School Vision</u> Every student. Every day. Prepared for success.</p>	<p><u>School Mission</u> The mission of Central High School is to continue a tradition of excellence emphasizing academic achievement, responsible global citizenship, pride in diversity, and enduring scholarship.</p>
<p><u>School Academic Goal:</u> Teachers will shift from the skill development to implementation stage in using learning goals in the delivery of instruction.</p>	
<p><u>School Department Goals</u></p> <ul style="list-style-type: none"> English: TBD Math: Teachers will shift from awareness to the skill development stage in using academic discourse. Science: Teachers will shift from awareness to the skill development stage in three-dimensional instruction. 	
<p><u>Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):</u></p> <ul style="list-style-type: none"> Teachers will use learning goals to plan and deliver instruction. AdvancED: Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment. Schools use academic, attendance, and behavior data to provide support for students successfully transitioning to the next grade level. AdvancED: Leadership and Learning and Resource Capacity Domains; AQuESTT: Assessment, College, Career, and Civic Ready, Educational Opportunities and Access, Transitions, Positive Partnerships, Relationships and Success. 	

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<p>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</p>	<p>Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.</p>
<ul style="list-style-type: none"> • Teachers will author, post, and refer to learning goals throughout each lesson. • Teachers adjust instruction based on student mastery/performance/growth in relation to the learning goal. • Teachers utilize the adopted guaranteed and viable curriculum and common assessments. • Increase the number of students meeting MAP Growth goals. • Increase the number of students On-Track or College and Career ready on PreACT/ACT. 	<ul style="list-style-type: none"> • For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as “At” or “Above” grade level norm by 4.5%. • For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as “meeting” or “Exceeding” projected growth goals by 5%. • For all NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as “On-Track” or “ACT Benchmark” by _____%. • Using the 4-year cohort graduation rate, we will increase the percent of students who are identified as graduating on time by 1.9%. • Increase the number of students On-Track or College and Career Ready on the PreACT by 5% compared to last year.

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Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.

<p>QUARTER 1 Department Heads report out from learning goals turnkey presentation and collaborative planning session during the DH team meeting time.</p> <p>Conduct school data walks with the building administrative team and determine what specific coaching and professional learning is needed for staff. Share results with Department Heads for discussion in department meetings.</p> <p>Principal reviews coaching data to identify trends in instructional practices and shares results with Department Heads for discussion/development within department.</p> <p>Review school report card data, including departmental engagement factor, daily attendance, tardies, course failure percentage, mean GPA (9-12), and short-term suspensions. Discuss with relevant leadership teams and present to staff.</p>	<p>QUARTER 2 eleot 2.0 observations conducted by leadership teams in all English/math classes. Coaching visits continue in other content areas. Share results/trends with Department Heads for discussion in department meetings.</p> <p>Review MAP Growth interim assessments.</p> <p>Review school report card data, including departmental engagement factor, daily attendance, tardies, course failure percentage, mean GPA (9-12), and short-term suspensions. Discuss with relevant leadership teams and present to staff.</p>
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<p>QUARTER 3 Department Heads report out from learning goals second semester collaborative planning session during the DH team meeting time.</p> <p>Lesson plan reviews including learning goal evaluation conducted for on-cycle teachers.</p> <p>Accreditation team provides feedback on implementation of SIP.</p> <p>Review MAP and PreACT results and engage in action planning.</p> <p>Conduct TFI/???</p> <p>Review school report card data, including departmental engagement factor, daily attendance, tardies, course failure percentage, mean GPA (9-12), and short-term suspensions. Discuss with relevant leadership teams and present to staff.</p>	<p>QUARTER 4 Principal reviews coaching data to identify trends in instructional practices and shares results with Department Heads for discussion/development within department.</p> <p>Review school report card data, including departmental engagement factor, daily attendance, tardies, course failure percentage, mean GPA (9-12), and short-term suspensions. Discuss with relevant leadership teams and present to staff.</p>
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Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?

No extraordinary expenditures required.

Attendance

District Attendance Intended Outcomes:

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: _____ **2019-2020 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: 34.6% **2019-2020 Goal Achievement: 35.3%**

Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):

- 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. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- 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: Leadership and Resources Capacity Domains)
- The Attendance Mentors will meet regularly with their assigned students to reinforce regular attendance and reward positive changes in behavior.

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?

- Staff engage daily with students promoting and recognizing attendance
- Teachers/Staff ensure all students feel welcome
- Teachers provide positive feedback to support daily attendance and promote future attendance
- Teachers record attendance daily and immediately following start bell
- Secretarial staff record attendance daily and immediately per BOE Policy
- SSLs plan and facilitate weekly attendance meeting
- Attendance Team members attend weekly Attendance Meetings and complete assigned tasks
- Building Leaders attend SSL Facilitated Attendance Meetings
- SSLs attendance and presenting attendance information at staff meetings
- School Counselors make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services Contact log

Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.

- Review Attendance Dashboard data during weekly Attendance Meeting
- Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.

- Conduct weekly Attendance Team meetings and identify barriers to attendance.
- Conduct weekly Attendance Team meetings and identify students in each domain to support.
- Monitor and process attendance milestones and County Attorney Referrals.
- Ensure fidelity of weekly Attendance Team meetings through uploading of Attendance Template to Instructional Leadership SharePoint.

Multi-Tiered System of Support for Behavior

<p><u>District Intended Summative Outcome:</u> 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.)</p>	
<p><u>School MTSS-B Goal:</u> 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.</p>	
<p><u>Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):</u> AQuESTT: Positive Partnerships, Relationships, and Success, Transitions, Educational Opportunities and Access, College, Career and Civic ready; AdvancED: Learning, Leadership, and Resource Capacity Domains</p>	
<p><u>Strategies:</u> Tier 1</p> <ul style="list-style-type: none"> • 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. 	
<p><u>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</u></p> <p><u>Success Criteria:</u> Tier 1</p> <ul style="list-style-type: none"> • 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. 	
<p><u>Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.</u></p>	
<p><u>Monitoring Progress:</u> Tier 1 The MTSS-B Tier 1 team will:</p>	<p><u>Monitoring Progress:</u> Tier 2 The MTSS-B Tier 2 team will:</p> <ul style="list-style-type: none"> • Monitor the implementation of Tier 2 interventions through the annual administration of the SAS and TFI.

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<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based on your results? Each Progress Monitor should have a Monitor and Adjust action.

<p>Monitor and Adjust: <u>Tier 1</u> The MTSS-B Tier 1 Team will:</p> <ul style="list-style-type: none"> • 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. 	<p>Monitor and Adjust: <u>Tier 2</u> The MTSS-B Tier 2 Team will:</p> <ul style="list-style-type: none"> • 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.
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Budget/Resource Alignment: What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

Empty space for budget/resource alignment

Wellness

<p>District Intended Wellness Outcomes: Increase the number of wellness strategies implemented district-wide by 2%.</p>	
<p>School Wellness Goal: Increase the number of staff accessing The Eagle Weigh healthy choices program by 5% and support at least 80% of enrollees through to the completion of the program. Input from Wellness Committee coming soon.</p>	
<p>Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy):</p>	
<p>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</p> <p>Nutrition Education: Offer fruit as an alternative to carbohydrate snacks as a treat or snack Provide recommended list of healthy snack choices to students, staff, parents, and administrators Explain the importance of menu planning and food prep in eating right and avoiding impulse eating</p>	<p>Physical Activity: Establish walking groups for staff and/or students</p> <p>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</p>
<p>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</p>	<p>Monitoring Progress: (Documentation should be kept in the Wellness Binder) What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.</p>
<p>Increase number of participants in the school's identified wellness activity</p>	<p>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.)</p>
<p>Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.</p>	
<p>Weekly checks</p>	
<p>Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?</p>	
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Central High School SIP Planning, School Beginning of the Year Checklist, and Professional Learning Implementation Plan

Beginning of the Year Checklist		
Implementation	Monitoring Progress	Communication
<ul style="list-style-type: none"> ✓ Begin drafting Professional Development Calendar (Capture accountability learning tasks somewhere also) ✓ Begin communicating plan with staff and stakeholders ☐ Begin coordinating support from CIS 	<ul style="list-style-type: none"> ✓ Ensure PD Calendar reflects when review of data will occur ✓ Ensure PD Calendar reflects continually addressing the selected strategy to help staff move through the Levels of Differentiation Continuum ✓ Identify who is responsible for monitoring strategy throughout the year ☐ Adjust PD quarterly as necessary 	<p>The following items will need to be uploaded to your school's folder for School Improvement Planning found in the Instructional Leadership SharePoint by September 3, 2019:</p> <ul style="list-style-type: none"> ✓ School Improvement Plan ✓ Professional Learning Implementation Plan ✓ Coaching Plan ✓ SIP posted on school website

August What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
School Report Card – 2018-19 PreACT ACT	SIP Overview	☒ Staff Meeting 8/7-8/13; 8/26	Establish SIP priorities, review 18-19 data, accreditation overview.	Bennett	Bennett
	Learning Goals	☒ DH Team Meeting 8/7; 8/21	Learning goals turnkey, SIP overview, homeroom updates, attendance expectations.	Bennett	Bennett
	Taking Accurate Attendance	☒ Department Meeting 8/7-8/13	TalentEd goal setting, dept. engagement focus.	Department Heads	Department Heads/Bennett
	MTSS-B Structures	☒ Workshop 8/12	Learning goals action planning, safety, tech, IB.	Department Heads, Admin Team, MIE's, Andrus/Nielson	Department Heads, Admin Team, MIE's, Andrus/Nielson
	School Safety	☒ Admin/DH co-facilitated faculty meeting PD	Attendance & Relationships mini lessons.	Admin/DH small groups	Bennett
	IB	☒ Instructional Coaching/Data Walks	Admin and DH's develop coaching plan, coach.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
	Engagement Focus Review (2015-2019): Technology	☒ Accreditation	Initial planning begins.	Flaherty-Colling/Bennett	Bennett

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	and Relationships Accreditation	Weekly Attendance Team Meeting	Develop norms, positive reinforcement strategies, assist individual students.	SSL	SSL/Bennett
		MTSS-B Team Meeting	Behavior Matrix Lessons; 8/30 activity	Miller, MTSS-B Team	Miller
September What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
MAP (Spring 2019) MTSS-B Matrix Audit Data Walk Data for ALL Teachers Survey Results	Learning Goals	<input checked="" type="checkbox"/> Staff Meeting 9/20	Community engagement (MTSS-B), engagement focus review, importance of accurate attendance taking.	Social Studies, Performing Arts, Bennett	Bennett
	Attendance	<input checked="" type="checkbox"/> DH Team Meeting 9/4; 9/18	MAP turnkey, learning goals, coaching plan, homeroom updates, accreditation survey/inventory, intro elect 2.0.	ADR/Bennett	ADR/Bennett
	Community Engagement (MTSS-B)	<input checked="" type="checkbox"/> Department Meeting 9/9	Learning goals, coaching plan, homeroom updates, accreditation survey/inventory.	Department Heads	Department Heads/Bennett
	Engagement Focus Review (2015-2019): Checks for Understanding	<input checked="" type="checkbox"/> Workshop 9/20	MAP, evacuation sites/wellness walk, review of instructional priorities.	Department Heads, Kirksey, Bennett	ADR/Department Heads, Kirksey, Bennett
	Wellness	<input checked="" type="checkbox"/> Admin/DH co-facilitated faculty meeting PD	Checks for understanding mini lesson.	Admin/DH small group	Bennett
	School Safety	<input checked="" type="checkbox"/> Instructional Coaching/Data Walks	Data Walks Begin.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
	Accreditation	<input checked="" type="checkbox"/> Accreditation	Initial planning, deploy surveys/inventories for teachers, staff, students, data walks begin for all teachers.	Flaherty-Colling/Bennett, admin team	Bennett

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		Weekly Attendance Team Meeting	Utilize positive reinforcement strategies, troubleshoot individual students.	SSL/Attendance Team	SSL/Bennett
		MTSS-B Team Meeting	Evaluate matrix audit results, homeroom planning, follow-up lessons.	Miller, MTSS-B Team	Miller

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October What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
Data Walk Data eleot 2.0 Data for ALL ELA/Math teachers Survey Results Q1 School Report Card	Learning Goals	<input checked="" type="checkbox"/> Staff Meeting 10/11 or 10/14	PreACT administration training, review accreditation data.	ADR/ACT Planning Team/Bennett	ADR/ACT Planning Team/Bennett
		<input checked="" type="checkbox"/> DH Team Meeting 10/2; 10/16; 10/30	Learning goals/community engagement. Finish Data Walks/elect Observations. Review Q1 school report card data.	Bennett/Department Heads	Bennett
		<input checked="" type="checkbox"/> Department Meeting 10/7	Learning goals, review data walk data.	Department Heads	Department Heads/Bennett
	Attendance	<input type="checkbox"/> Workshop	-	-	-
	Community Engagement (MTSS-B)	<input type="checkbox"/> Professional Conference	-	-	-
	PreACT	<input checked="" type="checkbox"/> Instructional Coaching/Data Walks	Coaching in departments other than English/Math.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
	Accreditation	<input checked="" type="checkbox"/> Accreditation	Complete elect observations for all ELA and math teachers, upload information to eProve. Analysis of student performance?	Flaherty-Colling/Bennett, administrators, department heads	Bennett
		Weekly Attendance Team Meeting	Utilize positive reinforcement strategies, troubleshoot individual students.	SSL/Attendance Team	SSL/Bennett
		MTSS-B Team Meeting	Implement MTSS-B Tier 1 strategies with fidelity.	Miller/MTSS-B Team	Miller/MTSS-B Team

November What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
Fall MAP Q1 School Report Card	Learning Goals	<input checked="" type="checkbox"/> Staff Meeting 11/11	Community engagement (MTSS-B), review Q1 School Report Card data, engagement focus review (Informal Checks for Understanding from September + Technology), preview SQF, MTSS-A turnkey.	Physical Education, English Learners, SpEd, Math, Bennett	Bennett
	Attendance	<input checked="" type="checkbox"/> DH Team Meeting 11/13	Learning goals/community engagement. Fall MAP.	Bennett	Bennett
	Community Engagement (MTSS-B)	<input checked="" type="checkbox"/> Department Meeting 11/4	Fall MAP data analysis.	Department Heads	Department Heads/Bennett
	Engagement Focus Review (2015-2019): Technology	<input type="checkbox"/> Workshop	-	-	-
		<input checked="" type="checkbox"/> MIE facilitated faculty meeting PD	Technology mini lesson.	MIE's	MIE's/Bennett
	Accreditation	<input checked="" type="checkbox"/> Instructional Coaching/Data Walks	Coaching in all departments.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
		<input checked="" type="checkbox"/> Accreditation	Analyze survey results and classroom visit data, complete SQF, assurances. Upload documents to eProve.	Flaherty-Colling/Bennett, administrators, department heads	Bennett
		<input checked="" type="checkbox"/> Weekly Attendance Team Meeting	Utilize positive reinforcement strategies, troubleshoot individual students.	SSL/Attendance Team	SSL/Bennett

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		MTSS-B Team Meeting	Implement MTSS-B Tier 1 strategies with fidelity.	Miller/MTSS-B Team	Miller/MTSS-B Team
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December What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
PreACT	Learning Goals Attendance Community Engagement (MTSS-B) Accreditation	<input type="checkbox"/> Staff Meeting	-	-	-
		<input checked="" type="checkbox"/> DH Team Meeting 12/4	Learning goals/community engagement, review PreACT data.	Bennett	Bennett
		<input checked="" type="checkbox"/> Department Meeting 12/9	Review PreACT data and begin action planning.	Department Heads	Department Heads/Bennett
		<input type="checkbox"/> Workshop	-	-	-
		<input type="checkbox"/> Professional Conference	-	-	-
		<input checked="" type="checkbox"/> Instructional Coaching/Data Walks	Coaching in all departments.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
		<input checked="" type="checkbox"/> Accreditation	Upload evidence to eProve.	Flaherty-Colling	Bennett
		Weekly Attendance Team Meeting	Utilize positive reinforcement strategies, troubleshoot individual students.	SSL/Attendance Team	SSL/Bennett
		MTSS-B Team Meeting	Implement MTSS-B Tier 1 strategies with fidelity.	Miller/MTSS-B Team	Miller/MTSS-B Team

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January What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
Q2 School Report Card PreACT data from 2018-2019 for current juniors	Learning Goals Attendance Community Engagement (MTSS-B) Engagement Focus Review (2015-2019): Relationships Accreditation	<input checked="" type="checkbox"/> Staff Meeting 1/6 or 1/9	Community engagement (MTSS-B), engagement focus review.	World Language, Science, Bennett	Bennett
		<input checked="" type="checkbox"/> DH Team Meeting 1/8; 1/22	Learning goals/community engagement. Do comparative data analysis PreACT 18-19 and 19-20. Data walks.	Bennett	Bennett
		<input checked="" type="checkbox"/> Department Meeting 1/13	Learning goals. Do comparative data analysis PreACT 18-19 and 19-20.	Department Heads	Department Heads/Bennett
		<input type="checkbox"/> Workshop	-	-	-
		<input checked="" type="checkbox"/> Admin/DH co-facilitated faculty meeting PD	Relationships mini lesson.	Admin/DH small groups	Bennett
		<input checked="" type="checkbox"/> Instructional Coaching/Data Walks	Purposeful sample of data walks.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
		<input checked="" type="checkbox"/> Accreditation	Develop schedule for visit, staff briefing, connect with stakeholder representatives, develop PowerPoint, create packet for review team, verify evidence in eProve.	SIP Team	Bennett
		Weekly Attendance Team Meeting	Utilize positive reinforcement strategies, troubleshoot individual students.	SSL/Attendance Team	SSL/Bennett
		MTSS-B Team Meeting	Implement MTSS-B Tier 1 strategies with fidelity.	Miller/MTSS-B Team	Miller/MTSS-B Team

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February What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
Winter MAP	Learning Goals Attendance Community Engagement (MTSS-B) Engagement Focus Review (2015-2019): Checks for Understanding Accreditation	<input checked="" type="checkbox"/> Staff Meeting 2/10	Community engagement (MTSS-B), engagement focus review, SIP goal review, accreditation briefing.	FCS/BMIT, IB, Bennett	Bennett
		<input checked="" type="checkbox"/> DH Team Meeting 2/5; 2/19	Learning goals/community engagement.	Bennett	Bennett
		<input checked="" type="checkbox"/> Department Meeting 2/3; 2/13	Learning goals.	Department Heads	Department Heads/Bennett
		<input type="checkbox"/> Workshop	-	-	-
		<input checked="" type="checkbox"/> Admin/DH co-facilitated faculty meeting PD	Checks for understanding mini lesson.	Admin/DH small group	Bennett
		<input checked="" type="checkbox"/> Instructional Coaching/Data Walks	Coaching in all departments.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
		<input checked="" type="checkbox"/> Accreditation Visit 2/24-2/26	Host review.	SIP Team, Bennett	Bennett
		Weekly Attendance Team Meeting	Utilize positive reinforcement strategies, troubleshoot individual students.	SSL/Attendance Team	SSL/Bennett
		MTSS-B Team Meeting	Implement MTSS-B Tier 1 strategies with fidelity.	Miller/MTSS-B Team	Miller/MTSS-B Team

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March What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
Q3 School Report Card	Learning Goals Attendance Community Engagement (MTSS-B) ACT	<input checked="" type="checkbox"/> Staff Meeting 3/23	ACT Training.	ACT Planning Team/Bennett	Bennett
		<input checked="" type="checkbox"/> DH Team Meeting 3/4; 3/25	Learning goals/community engagement.	Bennett	Bennett
		<input checked="" type="checkbox"/> Department Meeting 3/2	Learning goals.	Department Heads	Department Heads/Bennett
		<input type="checkbox"/> Workshop	-	-	-
		<input type="checkbox"/> Professional Conference	-	-	-
		<input checked="" type="checkbox"/> Instructional Coaching/Data Walks	Coaching in all departments.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
		<input checked="" type="checkbox"/> Accreditation	Narrative report study.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
		Weekly Attendance Team Meeting	Utilize positive reinforcement strategies, troubleshoot individual students.	SSL/Attendance Team	SSL/Bennett
		MTSS-B Team Meeting	Implement MTSS-B Tier 1 strategies with fidelity.	Miller/MTSS-B Team	Miller/MTSS-B Team

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April What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
Q3 School Report Card AQuESTT	Learning Goals Attendance Community Engagement (MTSS-B) Engagement Focus Review (2015-2019): Technology	<input checked="" type="checkbox"/> Staff Meeting 4/13	Community engagement (MTSS-B), engagement focus review.	English, Counseling, Bennett	Bennett
		<input checked="" type="checkbox"/> DH Team Meeting 4/8; 4/22	Learning goals/community engagement.	Bennett	Bennett
		<input checked="" type="checkbox"/> Department Meeting 4/6	Learning goals.	Department Heads	Department Heads/Bennett
		<input type="checkbox"/> Workshop 4/10	AQuESTT, ORBT/Attendance Area Activity, goals reflection.	Bennett, Department Heads, SIP Team	Bennett
		<input checked="" type="checkbox"/> MIE facilitated faculty meeting PD	Technology mini lesson.	MIE's	MIE's/Bennett
		<input checked="" type="checkbox"/> Instructional Coaching/Data Walks	Coaching in all departments.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
		<input type="checkbox"/> Other	-	-	-
		Weekly Attendance Team Meeting	Utilize positive reinforcement strategies, troubleshoot individual students.	SSL/Attendance Team	SSL/Bennett
		MTSS-B Team Meeting	Implement MTSS-B Tier 1 strategies with fidelity.	Miller/MTSS-B Team	Miller/MTSS-B Team

**OPS School Improvement Plan
2019-2020**



May What data do you need to review?	Topic	Venue and Date	Action	Responsible for Action	Responsible for Follow Up
Q4 School Report Card ACT (unofficial results)	Learning Goals Attendance Community Engagement (MTSS-B)	<input checked="" type="checkbox"/> Staff Meeting 5/4	Community engagement (MTSS-B).	Bennett	Bennett
		<input checked="" type="checkbox"/> DH Team Meeting 5/6	Learning goals/community engagement.	Bennett	Bennett
		<input checked="" type="checkbox"/> Department Meeting 5/11	Learning goals.	Department Heads	Department Heads/Bennett
		<input checked="" type="checkbox"/> Workshop	Data Review, EOY procedures.	Bennett	Bennett
		<input type="checkbox"/> Professional Conference	-	-	-
		<input checked="" type="checkbox"/> Instructional Coaching/Data Walks	Coaching in all departments.	Administrators/Department Heads/Bennett	Administrators/Department Heads/Bennett
		<input type="checkbox"/> Other	-	-	-
		Weekly Attendance Team Meeting	Action planning for 2020-2021.	SSL/Attendance Team	SSL/Bennett
		MTSS-B Team Meeting	Action planning for 2020-2021.	Miller/MTSS-B Team	Miller/MTSS-B Team