

Elementary School Name: Jackson 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 30% Goal rate for Spring 2020-- 37%*

School Math Goals:

1. 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 8.6%. *Spring 2019 rate 13.8%; Goal rate for Spring 2020—22.4%*

2. MAP Interim Assessment Goals

a. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 7.3%. *Spring 2019 rate 27.1%; Goal rate for Spring 2020 – 34.4%*

b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 6%. *Spring 2019 rate 38.9%; Goal rate for Spring 2020—45%*

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

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

1. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle (College, Career, and Civic Ready)
2. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations (College, Career, and Civic Ready)
3. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process (Assessment)
4. Increase the use of academic and positive social emotional language by students and staff (Educational Opportunities and Access)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1.	Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle	<ol style="list-style-type: none"> a. Student artifacts show evidence of high-quality tasks in at least 75-90% of lessons b. Teacher self-assessments show implementation in at least 75-90% of lessons c. 90% of lesson plans checked and observed show evidence of high-quality task implementation 	<ol style="list-style-type: none"> a. September, October, February, and April coaching visits b. October and February grade level meetings c. October and February lesson plan checks and coaching visits 	Quarter 1: a. b. c. Quarter 2: a. b. c. Quarter 3: a. b. c. Quarter 4: a. b.

				c.
2. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations	<ul style="list-style-type: none"> a. Students engage in discourse b. Implementation of math discourse c. Discourse opportunities evident in lesson plans d. Teacher self-assessment 	<ul style="list-style-type: none"> a. Student artifacts show evidence of discourse in at least 75% of lessons b. 75% of lessons observed show evidence of mathematical discourse c. Lesson plans show evidence of mathematical discourse in at least 75% of lessons d. Teacher self-assessment 	<ul style="list-style-type: none"> a. November and March coaching visits b. October and November grade level or faculty meetings c. November lesson plan checks 	<ul style="list-style-type: none"> Quarter 1: <ul style="list-style-type: none"> a. b. c. d. Quarter 2: <ul style="list-style-type: none"> a. b. c. d. Quarter 3: <ul style="list-style-type: none"> a. b. c. d. Quarter 4: <ul style="list-style-type: none"> a. b. c. d.
a. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process	<ul style="list-style-type: none"> a. Students progress toward standards on district common assessments b. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm c. Grade level or faculty meetings to analyze student performance on common assessments and adjust instruction as needed 	<ul style="list-style-type: none"> a. 80% of students score basic, proficient, or advanced b. 5% increase in number meeting growth goals and grade level norms from each test administration c. 50%, or more, of grade level meeting agendas reflect time for staff to analyze assessment data 	<ul style="list-style-type: none"> a. As determined by A+ Curriculum Guides for each grade level b. Fall, Winter, and Spring MAP assessments c. 1x per month or as determined by timing of assessments 	<ul style="list-style-type: none"> Quarter 1: <ul style="list-style-type: none"> a. b. c. Quarter 2: <ul style="list-style-type: none"> a. b. c. Quarter 3: <ul style="list-style-type: none"> a. b. c. Quarter 4: <ul style="list-style-type: none"> a. b. c.
a. Increase the use of academic and positive social emotional language by students and staff (Educational Opportunities and Access)	<ul style="list-style-type: none"> a) Teachers and students focus on learning goals with embedded language objectives b) Students use sentence frames with academic language to express ideas and understanding c) Students and teacher learn from each other and express this through the use of positive social emotional language 	<ul style="list-style-type: none"> a) 75% of lessons observed have a posted and referenced learning goal with embedded language objective b) 75% of lessons observed have students using sentence frames with academic language to express ideas and understanding c) 75% of lessons observed have evidence of positive social emotional language used by students and staff 	<ul style="list-style-type: none"> a) November, December, February, and April coaching visits b) October and February staff meetings c) November, December, and February and coaching visits 	<ul style="list-style-type: none"> Quarter 1: <ul style="list-style-type: none"> a) b) c) Quarter 2: <ul style="list-style-type: none"> a) b) c) Quarter 3: <ul style="list-style-type: none"> d) e) f) Quarter 4: <ul style="list-style-type: none"> a) b) c)

Monitor and Adjust –	Budget/Resource Alignment (Title I schools)–
<p>Quarterly SIP Review meetings – [Dated TBD]</p> <ol style="list-style-type: none"> 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 <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> 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 	<p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p> <ul style="list-style-type: none"> *Professional Development with vertical discussions *Purchase concrete materials to supplement classroom discourse and reasoning *Printing common assessments *Purchase books that promote growth mindset and perseverance *Parent engagement events *Purposeful play materials for kindergarten to increase numeracy connections *Purchase professional reading resources for a staff book study

Elementary School Name: Jackson 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- 43%; Goal rate for Spring 2020—48.7 %*

School Science Goals:

3. NSCAS Summative Goal

For NSCAS Science summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 4.6%. *Spring 2019 rate 54%; Goal rate for Spring 2020—58.6%*

4. MAP Interim Assessment Goals

- c. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 8%. *Spring 2019 rate 25%; Goal rate for Spring 2020—33%*
- d. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5.3%. *Spring 2019 rate 47.6%; Goal rate for Spring 2020 – 52.9%*

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:

1. Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts (College and Career Ready, Assessment)
2. Students will utilize interactive notebooks to demonstrate science learning (College and Career Ready, Assessment)
3. Increase the use of academic and positive social emotional language by students and staff (Educational Opportunities and Access)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1.	<p>Provide opportunities for students to engage in the Science and Engineering Practices to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts</p> <ul style="list-style-type: none"> d. Students engage in Science and Engineering Practices e. Lesson plans reflect three-dimensional learning and Elevate science f. Common summative assessments administered according to A+ Curriculum Guide g. MAP data shows growth in number of students meeting growth goals and scoring 	<ul style="list-style-type: none"> d. Evidence observed during coaching visits 50% -90% of the time e. Lesson plans show evidence 100% of the time f. 80% of students score basic, proficient, or advanced g. 5% increase in number meeting growth goals and 	<ul style="list-style-type: none"> d. December e. September and January f. As determined by grade level pacing guides g. Fall, Winter, and Spring MAP assessments 	<p>Quarter 1:</p> <ul style="list-style-type: none"> d. e. f. g. h. <p>Quarter 2:</p> <ul style="list-style-type: none"> d. e. f. g. h. <p>Quarter 3:</p> <ul style="list-style-type: none"> d. e.

	<p>“at” or “above” the grade level norm</p> <p>h. Common formative assessments are selected, administered, and collaboratively discussed</p>	<p>grade level norms from each test administration</p> <p>h. 80% of students score basic, proficient or advanced</p>	<p>h. As determined by classroom teachers each quarter</p>	<p>f. g. h. Quarter 4: d. e. f. g.</p>
<p>2. Students will utilize interactive notebooks to demonstrate science learning</p>	<p>e. Science notebooks demonstrate learning</p> <p>f. Teacher self-assessment</p>	<p>e. Notebooks observed 50%-90% of the time during coaching visits</p> <p>f. 80% of teachers report use of science notebooks during instruction</p>	<p>d. End of each quarter</p> <p>e. End of each quarter</p>	<p>Quarter 1: e. f. Quarter 2: e. f. Quarter 3: e. f. Quarter 4: e. f.</p>
<p>3. Increase the use of academic and positive social emotional language by students and staff (Educational Opportunities and Access)</p>	<p>d) Teachers and students focus on learning goals with embedded language objectives</p> <p>e) Students use sentence frames with academic language to express ideas and understanding</p> <p>g. Students and teacher learn from each other and express this through the use of positive social emotional language</p>	<p>d) 75% of lessons observed have a posted and referenced learning goal with embedded language objective</p> <p>e) 75% of lessons observed have students using sentence frames with academic language to express ideas and understanding</p> <p>f) 75% of lessons observed have evidence of positive social emotional language used by students and staff</p>	<p>d) November, December, February, and April coaching visits</p> <p>e) October and February staff meetings</p> <p>f. November, December, and February and coaching visits</p>	<p>Quarter 1: g) h) i) Quarter 2: d) e) f) Quarter 3: j) k) l) Quarter 4: d) e) f)</p>
<p>Monitor and Adjust –</p> <p>Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]</p> <ol style="list-style-type: none"> Review SIP goals, strategies and PD plan Review progress monitoring measures and fidelity checks Identify which progress monitoring measures were completed and achieved (provide evidence of success) Identify which progress monitoring measures were not achieved (provide evidence of effort) Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan Conduct building walk identifying evidence of growth from previous quarter Discuss adjustments needed to the plan <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> 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 		<p>Budget/Resource Alignment (Title I schools)–</p> <p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p> <ul style="list-style-type: none"> *Purchasing interactive notebook supplies *Printing resources needed *Read Aloud books that connect to cross cutting concepts *Parent engagement events *Purposeful play materials for kindergarten to increase science connections *Purchase science consumable materials for labs and high-quality tasks 		

Elementary School Name: Jackson Elementary – ELA

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 33%; Goal rate for Spring 2020 – 40%*

School ELA Goals:

2. 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 8.6%. *Spring 2019 rate 14%; Goal rate for Spring 2020 – 22.6%*

3. 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 6.9%. *Spring 2019 rate 30.4%; Goal rate for Spring 2020 – 37.3%*
- b. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5.6%. *Spring 2019 rate 44.4%; Goal rate for Spring 2020 – 50%*
- c. For Spring SLA MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 5%. *Fall 2019 rate – 48% ; Goal rate for Spring 2020 – 53%*

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

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

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

- 1. Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards (College and Career Ready, Assessment)
- 2. Provide daily guided reading instruction using the Literacy Continuum (College and Career Ready, Assessment)
- 3. Provide students with daily literacy opportunities that build rigor during independent reading (College and Career Ready, Assessment)
- 4. Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act (College and Career Ready, Assessment)
- 5. Increase the use of academic and positive social emotional language by students and staff (Educational Opportunities and Access)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards	<ul style="list-style-type: none"> i. Lessons and plans align with A+ Curriculum Guides j. Lessons and plans reflect high yield strategies k. Common summative assessments administered 	<ul style="list-style-type: none"> i. Alignment is observed 100% of the time j. Evidence observed during 95% of coaching visits and lesson plan checks 	<ul style="list-style-type: none"> i. September j. September and January 	Quarter 1: <ul style="list-style-type: none"> i. j. k. l. m. Quarter 2: <ul style="list-style-type: none"> i.

	<p>according to A+ Curriculum Guide</p> <p>l. MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm</p> <p>m. Common formative assessments are selected, administered, and collaboratively discussed</p>	<p>k. 80% of students score basic, proficient, or advanced</p> <p>l. 5% increase in number meeting growth goals and grade level norms from each test administration</p> <p>m. 80% of students score basic, proficient or advanced</p>	<p>k. As determined by grade level pacing guides</p> <p>l. Fall, Winter, and Spring MAP assessments</p> <p>m. As determined by classroom teachers</p>	<p>j. k. l. m. Quarter 3: i. j. k. l. m. Quarter 4: h. i. j. k. l.</p>
<p>2. Provide daily guided reading instruction using the Literacy Continuum</p>	<p>h. Lessons and plans include use of Continuum and all components of a guided reading lesson plan</p> <p>i. Benchmark assessments administered according to Testing Calendar</p> <p>j. Running records administered consistently</p>	<p>g. Evidence observed during 95% of coaching visits</p> <p>h. 80% of students score Approaching, Meets or Exceeds expectations</p> <p>i. 80% of running records show growth</p>	<p>g. November and March coaching visits</p> <p>h. According to testing calendar</p> <p>i. Discussed two times per quarter at grade level meetings</p>	<p>Quarter 1: g. h. i. Quarter 2: g. h. i. Quarter 3: g. h. i. Quarter 4: g. h. i.</p>
<p>3. Provide students with daily literacy opportunities that build rigor during independent reading</p>	<p>d. Student read self-selected text daily (minimum of 20 minutes in K-2, 30 minutes in 3-6)</p> <p>e. Teachers provide rigorous, independent literacy opportunities daily</p>	<p>d. 100% of classrooms show evidence during Guided Reading</p> <p>e. Evidence observed during 100% of coaching visits</p>	<p>d. Quarterly</p> <p>e. Quarterly</p>	<p>Quarter 1: d. e. Quarter 2: d. e. Quarter 3: d. e. Quarter 4: d. e.</p>
<p>4. Tier 2 - Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act</p>	<p>a. Phonics Mastery Guides taught daily beginning quarter 1 in grades K-3</p> <p>b. Progress monitoring every 5 days</p>	<p>a. Coaching visits show evidence of fidelity 100% of the time</p> <p>b. 100% of participating students show growth</p>	<p>a. October and November</p> <p>b. Discussed at October – December grade level meetings</p>	<p>Quarter 1: a. b. Quarter 2: a. b. Quarter 3: a. b.</p>

				Quarter 4: a. b.
<p>5. Increase the use of academic and positive social emotional language by students and staff (Educational Opportunities and Access)</p>	a) Teachers and students focus on learning goals with embedded language objectives b) Students use sentence frames with academic language to express ideas and understanding c) Students and teacher learn from each other and express this through the use of positive social emotional language	a) 75% of lessons observed have a posted and referenced learning goal with embedded language objective b) 75% of lessons observed have students using sentence frames with academic language to express ideas and understanding c) 75% of lessons observed have evidence of positive social emotional language used by students and staff	a) November, December, February, and April coaching visits b) October and February staff meetings c) November, December, and February and coaching visits	Quarter 1: a) b) c) Quarter 2: a) b) c) Quarter 3: d) e) f) Quarter 4: a) b) c)
<p>Monitor and Adjust –</p> <p>Quarterly SIP Review meetings – [dates TBD]</p> <ol style="list-style-type: none"> 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 <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> a. Adjust SIP plan based after receiving input from staff b. Upload adjusted plan to Instructional Leadership SharePoint c. Send notes of SIP Review meeting to CIS leadership 			<p>Budget/Resource Alignment (Title I schools)–</p> <p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p> <ul style="list-style-type: none"> *Spanish & English leveled texts for guided reading and updated bookroom titles *English and Spanish authentic literature for self-selected reading *Purposeful play materials for kindergarten to increase literacy connections *Book Study Professional Development using the F&P continuum and academic conversations resources *Parent engagement events 	

School Name: Jackson 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.

Strategies:

Tier 1

- Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices.
 - Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity.
 - Attend Tier 1 Trainings.
 - Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches.
 - Use schoolwide management strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.
- Staff will consistently follow the school's Behavior Flowchart to address behavior incidents.

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 (Think Time) to determine trends in student behavior.

Monitor and Adjust:

Tier 1

The MTSS-B Tier 1 Team will:

- Review Big Five behavior data and create and monitor monthly Solution Plans to increase positive student behavior school wide.
- Make needed adjustments to lesson plans, acknowledgement system and other practices.
- Provide on-going professional development based on needs identified by the team.

Quarterly SIP Review meetings – [Dates TBD]

- 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?

*Printing Positive Paw Pats, Posters, and MTSS-B related resources

*Professional Development

Elementary School Name: Jackson Elementary

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: 68.3% Goal Achievement: 70.3%

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: 68.3% Goal Achievement: **70.3%**

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. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
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. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
3. Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
4. Implement Success Mentoring Program. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
5. In Class Today (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Our school will establish and maintain an Attendance Team to consist of the principal, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED:	<ul style="list-style-type: none"> n. SSLs plan and facilitate weekly attendance meeting o. Attendance Team members attend weekly Attendance Meetings and complete assigned tasks p. Building Leaders attend SSL Facilitated Attendance Meetings 	<ul style="list-style-type: none"> n. Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint. o. Review Chronic Absenteeism by School Dashboard data showing a .25% increase per quarter p. Building administrators review Attendance 	<ul style="list-style-type: none"> n. Weekly o. Quarterly (Nov. 1, 2019, Jan 10, 2020, March 20, 2020, May 28, 2020) p. Quarterly (Nov. 1, 2019, Jan 10, 2020, March 20, 2020, May 28, 2020) 	Quarter 1: <ul style="list-style-type: none"> n. o. p. Quarter 2: <ul style="list-style-type: none"> n. o. p. Quarter 3: <ul style="list-style-type: none"> n. o. p.

Leadership and Resources Capacity Domains)		Dashboard data with Principal Supervisor		Quarter 4: m. n. o.
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. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)	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. Attendance Team Members/Staff work with students and families to remove attendance barriers	j. Review Attendance Dashboard Data during weekly Attendance Team Meeting. k. Review Attendance Dashboard data quarterly at team meetings-Quarter1, Q2, Q3, and Q4 l. Review attendance barriers identified by parent/guardians to school counselor and how to address these barriers.	j. Weekly k. Quarterly (Nov. 1, 2019, Jan 10, 2020, March 20, 2020, May 28, 2020) l. Weekly	Quarter 1: j. k. l. m. Quarter 2: j. k. l. m. Quarter 3: j. k. l. m. Quarter 4: j. k. l. m.
3.Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)	f. Staff engage daily with students promoting and recognizing attendance g. Teachers/Staff use methods to ensure all students feel welcome h. Teachers provide positive feedback to support daily attendance and promote future attendance i.	f. SSLs provide professional development quarterly at staff trainings g. Review Attendance Dashboard Data during weekly Attendance Team Meeting	f. Nov, 1, 2019, March 20, 2020 g. Quarterly	Quarter 1 A B Quarter 2 A B Quarter 3 A B Quarter 4 A B
4.Implement Success Mentors Program (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)	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. September 15 (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.
6. In Class Today (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)		a. Review Attendance Dashboard Data during weekly Attendance Team Meeting		
Monitor and Adjust – <ol style="list-style-type: none"> 1. Conduct Weekly Attendance Team Meetings and identify barriers to attendance 2. Conduct Weekly Attendance Team Meetings and identify students in each domain to support 3. Conduct Monthly SSL/Designee training to support district attendance focus 4. Monitor and process attendance milestones and County Attorney Referrals 5. Ensure fidelity of weekly attendance team meetings through uploading of Attendance Template to Instructional Leadership SharePoint 6. SSLs and Administrative staff provide updated attendance awareness and information based on attendance data at all School Staff Meetings and/or Team Meetings 7. Social Workers monitor and adjust available resources based on student attendance data 8. Conduct Collaborative Attendance Improvement Plan meetings with Attendance Team, student, parent/guardian 9. 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? *Printing resources related to attendance *Parent engagement events	

Elementary School Name: Jackson Elementary – Wellness

School Improvement Plan Growth Goals

District Intended Wellness Outcomes:

Increase the number of wellness strategies implemented district-wide by 2%.

School Wellness Goals:

- Improve staff and student knowledge of healthy eating choices by including a healthy tip in the announcements or newsletter monthly.
- Use physical activity/nonfood items instead of food as a reward for students.
- Provide opportunities for families to increase their awareness of healthy eating.

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
- Increase the focus on farm rather than factory prepared foods
- 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
- Discuss alternative food choices that will assist in enjoying celebrations without interfering with healthy eating
- Invite a dietician from OPS or a grocery store to discuss healthier eating with students and/or staff members
- Provide opportunities for families to increase their awareness of healthy eating by having a wellness table at family events

Physical Activity:

- Provide extra gym/recess time as a reward for good attendance
- Offer recess before lunch
- 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)

<p>School Based Activities that Relate to Nutrition and Physical Activity (i.e., General Wellness):</p> <ul style="list-style-type: none"> ▪ 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.) 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Monitoring Progress: (Documentation should be kept in the Wellness Binder)</p> <ul style="list-style-type: none"> ▪ 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.) ▪ Newsletter articles promoting wellness
<p>Monitor and Adjust:</p> <p>Monthly check</p>	