

Elementary School Name: Skinner Elementary School

<p>District Intended Summative Outcome: Increase the number of students demonstrating proficiency and growth on state ELA assessments</p>	
<p>School ELA Goal: During the 2018-19 school year, Skinner Magnet Center students will apply skills and strategies to become active, purposeful, thoughtful and competent readers, writers, listeners and speakers as evidenced by multiple data points:</p> <ul style="list-style-type: none"> Grade level cohorts (K to 1, 1 to 2, etc.) will improve their overall percent of students meeting or exceeding their projected growth goals and grade level norms on the MAP assessment by at least 5% points; Student F&P levels will show growth according to grade level expectations (see F&P and MAP correlation chart as well as the F&P expectations chart). 	
<p>Strategy(ies):</p> <ul style="list-style-type: none"> Align Nebraska ELA standards, curriculum lesson plans, assessments and professional learning so that daily instruction is enhanced to support the learning needs of each student. (College & Career Ready, Educational Opportunities & Access) Use high probability instructional strategies so that daily instruction is enhanced to support the reading and writing needs of each student. (Educator Effectiveness, Assessment, Educational Opportunities & Access) Coach ELA instruction through lesson planning with teachers, demonstration lessons, instructional coaching and follow up conversations so that instructional capacity is increased. (Educator Effectiveness, Assessment) 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> Post, unpack and reference daily student friendly reading and writing learning goals that contain the thinking levels and skills students are expected to master. Progress monitor every student to differentiate instruction based on their instructional reading level and writing ability (students below level – weekly progress monitoring; students on or above grade level – monthly progress monitoring) to ensure intervention is provided. Improve the administration and use of Running Records to include analyzing MSV and responses to comprehension questions Provide professional development in LLI for all grades Provide daily explicit instruction of academic vocabulary using (i.e. to activate background knowledge, to allow for skill- based talk, academic word wall, etc.). Implement engagement strategies (i.e. Student and Teacher Think Alouds, Think, Ink, Pair, Share; Reciprocal Teaching, Paired reading; etc.) Use high probability instructional strategies so that daily instruction is enhanced to support the reading and writing needs of each student Use MAP Language Continuum and F&P assessments to plan and deliver intervention/enrichment 25-30 minutes per day 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> Teaching Studies each semester Learning Walks once per month using OPS Literacy Look Fors Lesson Plan checks weekly Data Digs immediately after each MAP administration Coaching by Leadership Team members weekly % of students meeting or exceeding projected growth goals on the winter and spring MAP administration % of students meeting or exceeding grade level norms on the winter and spring MAP administration Grade Level Meetings with Professional Development Opportunities (ex: engagement strategies) Weekly progress monitoring (students below level – weekly progress monitoring; students on or above grade level – at least monthly progress monitoring)
<p>Monitor and Adjust:</p> <ul style="list-style-type: none"> Coach ELA instruction through instructional coaching using a three-part model (plan, observe, debrief) so that teachers will increase their ELA content knowledge and pedagogy. Ensure consistent implementation of success criteria Monthly Professional Development focused on implementation of success criteria Staff will be updated on progress toward goals at one staff meeting per quarter 	

District Intended Summative Outcomes:

Increase the number of students demonstrating proficiency and growth on state **Math** assessments

School Math Goal: During the 2018-2019 school year, Skinner Elementary students will develop and apply Number Sense to become efficient problem solvers in mathematics as evidenced by multiple data points to include % of students meeting or exceeding their projected growth goals and grade level norms on the MAP assessment and OPS created Math common summative assessments.

Strategy(ies):

- Align College and Career Nebraska math standards, OPS pacing guides, curriculum, lesson plans, formative assessments and professional learning so that every student has access to the Guaranteed and Viable Curriculum and daily instruction is enhanced to support the individual learning needs of each student. (College and Career Ready, Educational Opportunities and Access)
- Expect high quality math instruction in every classroom so that all students have sufficient opportunities to develop number sense (flexible thinking and reasoning, estimation, mental math, numerical equivalents, place value, sense of order and magnitude) that lead to success at the next level. (Educational Opportunities and Access, Educator Effectiveness)
- Coach math instruction through instructional coaching and follow up conversations so that instructional capacity is increased. (Educator Effectiveness)

Success Criteria:

- Plan purposeful math lessons aligned to the College and Career Nebraska math standards with an emphasis on Number Sense and Problem Solving that include the content and skills, tasks, questioning and assessments.
- Post, unpack and reference a daily student-friendly math learning goals that contains the thinking level and skill students are expected to master during the lesson.
- Implement problem solving to introduce lesson
- Pose purposeful questions to engage students in academic discourse (i.e., Number Talks, Infusing Math Academic Vocabulary when explaining orally how to solve a problem, telling a partner if you agree/disagree and why, debating, etc.
- Utilize the CPA (concrete using manipulatives to pictorial to abstract) method in every lesson, every day.
- Provide explicit instruction, use and review of math academic vocabulary the Math Word Journal (i.e., to build background knowledge, to allow for student math talk, application to real life, etc.), utilize a math vocabulary word wall.
- Use MAP Math Continuum and daily formative assessments to plan and deliver intervention/enrichment 25-30 minutes per day
- Professional Development Opportunities related to inquiry-based Math instruction, Math Talk, CPA and evidence-based Number Sense strategies

Progress Monitoring:

- Teaching Studies each semester
- Learning Walks once per month using the OPS Math Look Fors
- Lesson Plan checks monthly
- Data Digs after each MAP administration
- Coaching by Leadership Team members weekly
- % of students meeting or exceeding projected growth goals on the winter and spring MAP administration
- % of students meeting or exceeding grade level norms on the winter and spring MAP administration
- Use of common standards-based summative assessments to guide conversations regarding extensions
- Grade Level Meetings with progress check-in

Monitor and Adjust:

- Ensure consistent implementation of success criteria.
- Coach math instruction through instructional coaching using a three-part model (plan, observe, debrief) so that teachers will increase their math content knowledge and pedagogy.
- Monthly Professional Development focused on implementation of success criteria
- Staff will be updated on progress toward goals at one staff meeting per quarter

<p>District Intended Summative Outcomes: Increase the number of students demonstrating proficiency and growth on state Science assessments</p>	
<p>School Science Goal: During the 2018-2019 school year, Skinner Magnet Center students will build a foundational understanding of science through the use of the scientific process to gather, analyze, and communicate knowledge of life science, physical science, and earth and space science as evidenced by MAP Data (grades 3-5) and common standards-based summative assessments.</p>	
<p>Strategy(ies):</p> <ul style="list-style-type: none"> Align Nebraska College and Career Ready Standards for Science standards, OPS A+ Curriculum Guide, curriculum, lesson plans, formative assessments and professional learning so that daily instruction supports the learning needs of each student. (College and Career Ready, Educational Opportunities and Access) Expect high quality, rigorous and engaging science instruction in every classroom and in the science lab so that all students have sufficient opportunities to build a foundational understanding of science. (Educational Opportunities and Access) 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> Plan purposeful, explicit and direct lessons aligned to Nebraska College and Career Ready Science Standards. Lessons include the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting concepts content and skills, activities, questions and assessments. Unpack the Nebraska College and Career Ready Science Standards. Post, unpack, and reference clear, student-friendly learning goals that align to lesson content. Emphasize inquiry based scientific investigations utilizing Elevate Science curriculum and the 5 E Model of teaching science (Engage, Explore, Explain, Elaborate and Evaluate), giving student hands-on opportunities to engage in experiments and labs. Incorporate daily cumulative review of science concepts (all, grades) including the OPS 180 Day Review PowerPoint (found on Sharepoint). (Grades 3-5) Ensure students can continually use the expressive and receptive domains of learning vocabulary so students can connect to tier 3 vocabulary using multiple representations, word walls, etc. Conduct checks for understanding during the gradual release of instruction and using results to inform instruction. Utilize ongoing progress monitoring, MAP data, student goal/data, formative and summative assessments, for every student to differentiate instruction based on their instructional needs. Professional Development Opportunities 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> Teaching Studies each semester Learning Walks using OPS Science look fors/BIP bi-month Lesson Plan checks monthly Data Digs after each MAP administration (Grades 3-5) Coaching by Leadership Team members weekly % of students meeting or exceeding projected growth goals on the winter and spring MAP administration (Grades 3-5) % of students meeting or exceeding grade level norms on the winter and spring MAP administration (Grades 3-5) Use of common standards-based summative assessments to guide conversations regarding extensions Grade Level Meetings with progress check-in
<p>Monitor and Adjust:</p> <ul style="list-style-type: none"> Ensure consistent implementation of success criteria Coach science instruction through instructional coaching using a three-part model (plan, observe, debrief) so that teachers will increase their science content knowledge and pedagogy Monthly Professional Development focused on implementation of success criteria BLT and ILT meetings focus on reviewing, monitoring, and adjusting SIP Plan; Update staff on progress quarterly 	

<p>District Intended Behavior Outcomes: Engage in ongoing data-based decision-making and solution planning to decrease exclusionary discipline practices</p>	
<p>School MTSS-B Goal: During the 2018-2019 school year, Skinner Magnet Center will continue implementation of an aligned Multi-Tiered System of Support for Behavior (MTSS-B) that effectively addresses academic, behavioral, and social-emotional supports to meet the needs of all students as measured by the Tiered Fidelity Inventory (TFI) and the Self-Assessment (SAS) to decrease out of classroom resolutions.</p>	
<p>Strategy(ies):</p> <ul style="list-style-type: none"> • Skinner staff will improve the SAT process so that communication between and amongst teachers is improved and focused on the academic and behavioral needs of students. We will include Tier I, II, III behavioral intervention strategies prior to and throughout the SAT process. (Positive Partnerships, Relationships & Student Success, Transitions, Educational opportunities and access) • Skinner staff will implement highly detailed school-wide procedures and routines so that behavioral expectations are consistent and reinforced. (Positive Partnerships, Relationships & Student Success, Transitions, Educational opportunities and access) • Skinner staff will implement Conscious Discipline practices to create classroom and learning environments conducive to teaching and learning. We will employ positive behavior support and tiered interventions through use of the schoolwide behavior matrix, consistent procedures and routines, and deployment of appropriate resources. (Positive Partnerships, Relationships & Student Success, Transitions, Educational opportunities and access) 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Teach and model self-regulation skills (Safe Place) • Recognize emotional, executive, and survival states of self and others (Brain State Model) • Hold regular daily classroom meetings to create togetherness, connection, and teach/reinforce MTSS-B lesson plans. • Create classroom and school rituals to build unity. • Use a tiered intervention approach through the SAT process and differentiate between and use Tier I, Tier II and Tier III (MTSS-B flowchart) behavior supports for students as appropriate. • Participate in PD and implement Conscious Discipline • MTSS-B Behavior Matrix-Schoolwide procedures and routines • Share behavior resolutions with classroom teacher. • Transition successfully students into classrooms after behavior resolutions. • On board students and staff new to Skinner with MTSS-B procedures and routines and Conscious Discipline practices. 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • SAT Process • Review of data dashboard monthly to identify Big 5 and Solution • Tiered Fidelity Inventory • Self-Assessment Survey • Teaching Studies • Learning Walks • Behavior Resolution data provided to teachers (ex. In person, written, email) • Tier I, II and III behavioral strategies identified and used by all teachers • SAT referral process and protocols defined and monitored for behaviors
<p>Monitor and Adjust:</p> <ul style="list-style-type: none"> • Share behavior data from app Tableau and monitor trend data to make necessary adjustments in behavior management plans. • Monitoring # of office referrals, in school suspensions out of school suspensions, PAC referrals, instructional time lost • Conduct ongoing reviews of behavior lesson data with adjustments as needed • Host Bi-monthly MTSS-B meetings • Support building coach attendance at district monthly MTSS-B meeting and schedule share information with Skinner MTSS- B Team • Conduct professional Development Schedule to address areas of concern • Monitor and encourage the use of the incentive system 	

<p>District Intended Attendance Outcomes: Promote and increase daily student attendance and reduce tardies throughout the school year.</p>	
<p>School Attendance Goal: Our school will reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%.</p>	
<p>Strategy(ies):</p> <ul style="list-style-type: none"> • Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal. (Positive Partnerships, Relationships and Success) • 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) 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> • 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 • Attendance Team meets weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> - Attendance Dashboard - Weekly attendance team meetings - Counselor small groups - SAT Meetings - Small group mentors (Success Mentors)
<p>Monitor and Adjust –</p> <ul style="list-style-type: none"> • Weekly Attendance Team Meetings • Quarterly District Attendance Team Meetings 	

<p>District Intended Wellness Outcomes: Increase the number of wellness strategies implemented district-wide</p>	
<p>School Wellness Goal: During the 2018-19 school year, Skinner Magnet Center will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average Body Mass Index score on annual screenings. There will be a % decrease in the number of at-risk students as well as high risk students as evaluated by the annual Health Appraisal screenings performed by the school nurse.</p>	
<p>Strategy(ies):</p> <ul style="list-style-type: none"> • Promote healthy fruit and vegetables & encourage students to try new fruits and vegetables • Provide healthy food information to students via posters, classroom discussions and guest speaker presentations • Promote the importance of being physically activity in school as well as at home/in the community 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Provide opportunities for students to participate in vision and dental screenings. • Grab and go breakfast for K-5; PreK family style meals. • BMI monitoring by the nurse, result sent home to parents/referrals to doctor if BMI is high. • Vison care, glasses provided to students in need, hearing screenings, dental screenings, Creighton Dental services (will send referrals to dentist if needed). • Human Growth & Development taught by nurse for grades 4th and 5th • PBIS reward system for positive social/emotional behavior 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Tangible documents • Fruits and vegetables weekly • BMI reports for families provided by nurse • Vision, hearing, and dental reports by nurse • Lesson Plans for Human Growth & Development • Behavior reports
<p>Monitor and Adjust:</p> <ul style="list-style-type: none"> • Ensure consistent implementation by the student and staff culture focus team. • Quarterly reports to staff regarding progress of SIP success criteria 	

District Intended Summative Outcome: NA	
School Goal: During the 2018-2019 school year, Skinner Magnet Center students, parents and staff will expand the capacity of all stakeholders to participate in leadership opportunities that promote students' academic progress and strengthen the effectiveness of students, families and staff to create a positive and sustainable school culture as measured by survey data.	
Strategy(ies):	
<ul style="list-style-type: none"> • Provide leadership skill development so that broad-base leadership opportunities are available for students, staff, families and community members in all facets of school life. (Positive Partnerships, Relationships and Success) • Ensure staff are included in the decision-making team and input teams so that decision-making is a shared leadership opportunity and communication is clear and frequent. (Positive Partnerships, Relationships and Success) • Leadership Team members will participate in the necessary training, coaching, and development needed so that supportive practices ensure the successful implementation of a sustainable school culture. (Educator Effectiveness) • Ensure Skinner Magnet Center's Vision Mission, Core Values & Beliefs are the core of our decision-making process and personal actions. 	
Success Criteria: <ul style="list-style-type: none"> • Students, Teachers, and Parents participation in leadership roles such as: <ul style="list-style-type: none"> ➤ Students: Skyhawk Senate, Student Ambassadors, Classroom Engineers, Lunchroom Engineers, Restroom Engineers, Classroom Jobs, Green Team, Secret Kindness Agents, Safety Patrols, Student - Led Conferences, Reading Buddies ➤ Staff: Principal Designee of the Day, Representatives at meetings locally and nationally (share what was learned through presentation to staff), Skinner Magnet Center Improvement Team, Leading PD to staff on technology, engagement and instructional strategies, Participate in pilot activities, Staff Spotlight for Certified and Classified staff, Actively participate in ILT or on a Focus Team (Clear, Compelling Direction, Student/Staff Culture, or Teaching and Learning) monthly ➤ Families: Skinner ILT and Culture Focus Team, PTA, Parent Forums, Leading school events, mystery reader, ➤ Community Partners: Rotary readers, ➤ Select staff will serve on the Instructional Leadership Team and all staff will serve on the Focus Teams (Clear, Compelling Direction, Student and Staff Culture, Teaching and Learning) to provide input into school decisions and plan events. • All teachers (homeroom, specialists & special education) will use the Skinner Magnet Center Goal Setting document to create strategies, success criteria, and progress monitoring protocols in the areas of Math, Reading and one other academic/behavioral area to be placed in TalentEd by October 4, 2018. • With the support of the classroom teacher and Partnership for Kids each student will write and measure 3 goals and at least 2 strategies per goal to achieve during the 2018-2019 school year representing Math, Reading and Citizenship (aligned to the classroom goals and strategies) • Leadership Team members will actively participate in weekly Building Leadership Team meetings on Mondays from 9:00a.m. – 10:30a.m. and ensure development of the team and teachers by identifying coaching cohorts every 8 weeks and ensure the monitoring of lesson plans, daily learning goals, teacher and student goal setting processes, SAT referrals, culture checks, instructional pedagogy proficiency, etc. • The Literacy, Math coaches will conduct 3-day coaching model protocols with identified teachers assigned by the principal each quarter and report implementation updates to the Building Leadership Team weekly. • Maintain and share a weekly Bambrick Schedule containing a coaching schedule that reflects weekly coaching and culture checks of assigned coaching cohort teachers. • Actively participate in a leadership book study on <i>Shaping School Culture</i> and <i>Lead Like a Pirate</i> • Skinner Weekly memo will be sent electronically each Thursday and archived in SharePoint for future reference. 	<ul style="list-style-type: none"> • Progress Monitoring: • Teaching Studies, 30 second feedback, 5-minute feedback, video-coaching and instructional coaching documentation • % of students participating in leadership opportunities calculated each quarter • % of staff participating in leadership opportunities calculated each quarter • Skinner Goal Setting charts and strategies by teachers and students reviewed by leadership team as assigned to specific coaching cohorts • Coaching cohorts assigned every 9 weeks to leadership team members • Weekly leadership team meeting agendas and minutes • Leaders weekly calendars uploaded to a shared folder each Friday • Leadership book studies and implementation of ideas • Coaching conversations at each leadership team meeting • Positive phone calls, post cards • Sign up sheet for volunteer activities at Safe Walk to School Night • Beginning of the Year (summer letter) from teacher • Good luck note/letter from previous grade teacher

Monitor and Adjust:

- Leadership team shares coaching calendars and schedules monthly opportunities for coaching calibration (pairs, team, etc.)
- Coaching is standing agenda item at building leadership team meetings
- SIP review is standing item on building and instructional leadership team meetings
- Weekly announcements communicated to staff through the Skinner Weekly Memo
- Teaching Study cohort 1 shares process of Teaching Study at staff meeting
- Students share goals during PT conferences and with leadership team each quarter
- Teachers will provide professional development on various topics with in the school
- Teachers will discuss TalentEd goals and strategies with the principal quarterly or more often as needed