

Goal 1: By 2020, achievement rates for students in grades 6-8 will increase from overall ELA 18% to 24% proficient on NSCAS ELA.

Action Plan – Goal 1	
Intervention/Strategy	<i>Strategy: Teachers will effectively use checks for understanding within each lesson plan and during instruction in order to meet students’ needs resulting in the development of greater student ownership of learning. In addition, math and ELA teachers will focus on facilitating meaningful classroom discussion and/or productive discourse.</i>
Is intervention/strategy currently in place? If yes, for how long?	<p>xxx Yes No</p> <p>McMillan Mission Statement for the last 6 years includes “academically challenge students, promote student ownership of learning, in a safe, diverse, and respectful environment.”</p> <p>C4U professional development and coaching since August 2018</p> <p><i>Best Instructional Practices Handbook</i> instituted 6 years ago</p> <p><i>Framework for Effective Teaching</i> instituted 6 years ago</p>
Describe the activities for implementing this intervention/strategy-- include key steps and dates	<p><u>Leadership capacity for coaching</u></p> <p>*Monthly calibration/coaching conversations/article or book study in Leadership Teams</p> <p>*Leadership development and participation in professional development; 2, 4 week professional development cycles that support Checks for Understanding</p> <p>*Restructure Leadership Team to support two Instructional Facilitators to directly support ELA and Math while splitting up the other content areas.</p> <p>*Lesson Plan Reviews as a Team</p> <p><u>Implementation of the use of Checks for Understanding with specific Descriptive Feedback to inform instruction</u></p> <p>*School Improvement Committee that focuses on the professional development and capacity of staff to Lesson Plan (Learning Goals, Gradual Release) and use C4U with Descriptive Feedback</p> <p>*Infinite Campus Gradebook checks 3-4 weeks</p> <p>*Book Study, Checks for Understanding; Formative Assessment Techniques for Your Classroom (Fischer, Frey 2014)</p> <p>*Professional learning to discuss Guaranteed and Viable Curriculum/Pacing Guides - bi-monthly Department Meetings</p> <p>*School Improvement Days to support Guaranteed and Viable Curriculum/Pacing Guides, 1 per semester</p>

	<p>*New Teacher Meetings that support good planning through using Framework of Effective Teaching and Best Instructional Practices Handbook - Monthly</p> <p>*Professional development cycles supporting School Improvement Plan, 1 per semester, 2 per year</p> <p>*Language Arts Department will focus on facilitating meaningful classroom discussion and/or productive discourse.</p> <p>*Summer Institute with teachers; 2 weeks, 3 hours a day (C4U one week; Descriptive Feedback one week)</p> <p>*Peer observations/POTS/Critical Friends using professional protocols to discuss teaching and specific use of Learning Goals, Gradual Release, and C4U with Descriptive Feedback, 6 per year</p> <p>*Student Led Conference self-reflection conversations students and teachers, 2 per year</p> <p>*PRIDE Time Tuesday student grade self-reflection, missing assignments, ownership of learning</p> <p>* ASCD Annual Conference, March 14-16, 2020, Los Angeles, CA</p> <p>*Visible Learning Conference, July 7-10, Las Vegas, NV</p> <p><u>Intervention/support, in and outside of the classroom, for students who are performing below grade level</u></p> <p>*Restructure PRIDE (Advisory) Time to have Reading Intervention Support</p> <p>*PRIDE Time SSR Checks for Understanding Thursday lesson</p> <p>*Use of Study Island weekly for practice and intervention</p> <p>*Reading Intervention class; Read 180 and System 44</p>
Evidence level category 1-4 per ESSA requirements—Provide explanation	<p>xxx Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4</p> <p>Level 1, Strong evidence: Checks for understanding includes response to intervention which has a 1.07 effect size. Providing formative evaluation which has a 9.0 effect, feedback which has a .75 effect size, and self-reported grades and student expectations which has an effect size of 1.44 according to <i>Visible Learning For Literacy: Implementing the Practices That Work Best to Accelerate Student Learning</i> (Fischer, Frey, Hattie 2016)</p>
Three-Year Goal	<p>By 2021, the percentage of EL students who are on track on their progress towards English Language proficiency as measured by the ELPA 21 Summative will increase by 3%.</p>
Interim Benchmark/Goal(s)	<p>1. By the end of the 1st 4 weeks, 100% of teachers will have received a coaching note with descriptive feedback to support checks for understanding;</p>

	<ol style="list-style-type: none"> 2. By the end of 1st quarter, 80% of teachers will demonstrate use of checks for understanding as observed through school data walks and coaching visits; 3. By the end of 1st quarter, Leadership Team will complete 3 Coaching Calibration activities to support checks for understanding; 4. By the end of 1st semester, 70% of teachers will demonstrate <i>adjustment to instruction</i> during the lesson based on student responses to checks for understanding as evidenced during lesson plans, school data walks and coaching visits and an increase of student achievement on formative assessment scores; 5. By the end of 1st semester, Leadership Team will complete full staff review of Lesson Plans to support checks for understanding; 6. By end of 3rd quarter 75% of teachers will demonstrate adjustment to instruction during the lesson based on student responses to checks for understanding as evidenced during lesson plans, school data walks and coaching visits and an increase of student achievement on formative assessment scores; 7. By the end of the 2019-2020 school year, 80% of teachers will analyze student responses to checks for understanding to plan for intervention and differentiated instruction as evidenced by lesson plans, team/department meeting notes, school data walks, coaching visits and teacher observations and an increase of student achievement on formative assessment scores; 8. By the end of the 2019-2020 school year, increase the amount of student talk during lessons by 50%; 9. Based on Fall 2019-2020, all students will meet or exceed their projected growth on MAP ELA assessments from 44.1% to 47.1% by Spring; 10. Number of course failures for ELA courses will be at 10% or less each semester for the 2019-2020 school year.
Start Date	May, 2019
Full implementation date	May, 2020
Person(s) responsible	Principal, Assistant Principals, Instructional Facilitators, Dean of Students, Team Leaders, Department Leaders, Curriculum and Instruction Support Supervisors, Research Division, Principal Supervisor
Progress Monitoring / Evaluating	<p>*Principal and Assistant Principals will review Observation Data and Progress for Observation completion on monthly basis – TalentEd and Calibration documents</p> <p>*School Improvement Meeting Data Reviews – NSCAS at the beginning of School Year</p> <p>*Checks for Understanding Formative/Summative Grades - Gradebook Checks by AP every 3-4 weeks with a follow up to teachers</p> <p>*Department meetings are held monthly to develop checks for understanding, achievement data review, review of Study Island, and focus</p>

	<p>on facilitating meaningful classroom discussion and/or productive discourse – collect Department Notes</p> <p>*Department book study, <i>Checks for Understanding</i> – once a month</p> <p>*School Improvement Meetings within Departments twice a year to analyze lesson plans and student work – collect SIP and Department Notes</p> <p>*Leadership will conduct monthly school data walks – Review Data Walk forms and give feedback to staff</p> <p>*Leadership will provide coaching to all staff on a weekly basis – Provide Coaching Notes and give descriptive feedback</p> <p>*Teams will meet weekly to review data (MAP, course-based checks for understanding)</p> <p>*Leadership team will meet weekly to review data (coaching visits, teacher observation data, school data walk results) – Leadership Meeting Agendas</p> <p>*Leadership team will review teacher lessons plan monthly focusing on 4 questions from Learning Goals, Gradual Release, Checks for Understanding, 2nd Edition, Fischer & Frey 2016 (Tips for Success) – Lesson Plan Checks form used and returned</p> <p>*New Teacher Meeting Agendas and assessment notes</p> <p>*Peer Lesson Plan reviews each quarter to review Learning Goals, Gradual Release, Checks for Understanding with Descriptive Feedback – Peer Review Forms</p> <p>*Leadership will administer quarterly surveys for teachers to self-reflect on progress on using checks for understanding and use of academic conversations to plan for adjustments to professional learning offerings – Self-Reflection Survey Forms</p>

If the goal listed above will be financially supported with *Support for Improvement* funds for the current application, check the box below. If the listed goal will not be financially supported, you MUST mark the Not Applicable.

Support for Improvement Funds
 Not Applicable

Goal 2 – By 2020, achievement rates for students in grades 6-8 will increase from overall Math 15% to 21% proficient on NSCAS Math.

Action Plan 1 – Goal 2

Intervention/Strategy	<p><i>Strategy: Teachers will effectively use checks for understanding within each lesson plan and during instruction in order to meet students’ needs resulting in the development of greater student ownership of learning. In addition, math and ELA teachers will focus on facilitating meaningful classroom discussion and/or productive discourse.</i></p>
Is intervention/strategy currently in place? If yes, for how long?	<p>xxx Yes <input type="checkbox"/> No</p> <p>*McMillan Mission Statement for the last 6 years includes “academically challenge students, promote student ownership of learning, in a safe, diverse, and respectful environment.”</p> <p>*C4U professional development and coaching since August 2018</p> <p>*Best Instructional Practices Handbook instituted 6 years ago</p> <p>*Framework for Effective Teaching instituted 6 years ago</p>
Describe the activities for implementing this intervention/strategy-- include key steps and dates	<p><u>Leadership capacity for coaching</u></p> <p>*Monthly calibration/coaching conversations/article or book study in Leadership Teams</p> <p>*Leadership development and participation in professional development; 2, 4 week cycles that support Checks for Understanding</p> <p>*ASCD Teaching Excellence Conference – June 25-27, 2019; Orlando, FL</p> <p>*Restructure Leadership Team to support two Instructional Facilitator’s</p> <p>*Lesson Plan Reviews as a Team</p> <p><u>Implementation of the use of Checks for Understanding with specific Descriptive Feedback to inform instruction</u></p> <p>*School Improvement Committee that focuses on the professional development and capacity of staff to Lesson Plan (Learning Goals, Gradual Release) and use C4U with Descriptive Feedback</p> <p>*Infinite Campus Gradebook checks 3-4 weeks</p> <p>*New Teacher Meetings that support good planning through using Framework of Effective Teaching and Best Instructional Practices Handbook – Monthly</p> <p>*Math Department will focus on facilitating meaningful classroom discussion and/or productive discourse.</p> <p>*Book Study, Checks for Understanding; Formative Assessment Techniques for Your Classroom (Fischer, Frey 2014)</p> <p>*Peer observations/POTS/Critical Friends using professional protocols to discuss teaching and specific use of Learning Goals, Gradual Release, and C4U with Descriptive Feedback, 6 per year</p>

	<p>*School Improvement Days twice a year to support Guaranteed and Viable Curriculum/Pacing Guides</p> <p>*Professional development cycles that support School Improvement Plan, 1 per semester, 2 per year</p> <p>*Summer Institute with teachers; 2 weeks, 3 hours a day (C4U one week; Descriptive Feedback one week)</p> <p>*Professional learning to discuss Guaranteed and Viable Curriculum/Pacing Guides - bi-monthly Department Meetings</p> <p>*Student Led Conference self-reflection conversations students and teachers, two per year</p> <p>*PRIDE Time Tuesday student grade self-reflection</p> <p>*ASCD Teaching Excellence Conference – June 25-27, 2019; Orlando, FL and ASCD Annual Conference, March 14-16, 2020, Los Angeles, CA</p> <p>*Visible Learning Conference, July 7-10, Las Vegas, NV</p> <p><u>Intervention/support, in and outside of the classroom, for students who are performing below grade level</u></p> <p>*Restructure PRIDE (Advisory) Time to have Math GPA Calculation Tuesdays</p> <p>*PRIDE Time SSR Checks for Understanding Thursday lesson</p> <p>*Use of IXL and Dreambox for practice and intervention weekly</p> <p>*6th Grade Math PLTW extension class each semester</p> <p>*MOEC Math Workshop – 4 ½ day sessions throughout the year</p>
<p>Evidence level category 1-4 per ESSA requirements—Provide explanation</p>	<p>xxxLevel 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4</p> <p>Level 1, Strong evidence: Checks for understanding includes response to intervention which has a 1.07 effect size. Providing formative evaluation which has a 9.0 effect, feedback which has a .75 effect size, and self-reported grades and student expectations which has an effect size of 1.44 according to <i>Visible Learning For Mathematics: What Works Best to Optimize Student Learning</i> (Hattie, Fischer, Frey 2017)</p>
<p>Three-Year Goal</p>	
<p>Interim Benchmark/Goal(s)</p>	<ol style="list-style-type: none"> 1. By the end of the 1st 4 weeks, 100% of teachers will have received a coaching note with descriptive feedback to support checks for understanding; 2. By the end of 1st quarter, 80% of teachers will demonstrate use of checks for understanding as observed through school data walks and coaching visits; 3. By the end of 1st quarter, Leadership Team will complete 3 Coaching Calibration activities to support checks for understanding; 4. By the end of 1st semester, Leadership Team will complete full staff review of Lesson Plans to support checks for understanding;

	<ol style="list-style-type: none"> 5. By the end of 1st semester, 70% of teachers will demonstrate <i>adjustment to instruction</i> during the lesson based on student responses to checks for understanding as evidenced during lesson plans, school data walks and coaching visits and an increase of student achievement on formative assessment scores; 6. By the end of 1st semester, 90% of teachers will have participated in Critical Friends Peer Visitation in support of checks for understanding; 7. By end of 3rd quarter 75% of teachers will demonstrate adjustment to instruction during the lesson based on student responses to checks for understanding as evidenced during lesson plans, school data walks and coaching visits and an increase of student achievement on formative assessment scores; 8. By the end of the 2019-2020 school year, 80% of teachers will analyze student responses to checks for understanding to plan for intervention and differentiated instruction as evidenced by lesson plans, team/department meeting notes, school data walks, coaching visits and teacher observations and an increase of student achievement on formative assessment scores; 9. By the end of the 2019-2020 school year, increase the amount of student talk during lessons by 50%; 10. Based on Fall 2019-2020, all students will meet or exceed their projected growth on MAP Math assessments from 42.1% to 45.1% by Spring; 11. Number of course failures for Math courses will be at 10% or less each semester for the 2019-2020 school year. 12. Percentage of teachers receiving a coaching note regarding C4U's 13.
Start Date	May 2019
Full implementation date	May 2020
Person(s) responsible	Principal, Assistant Principals, Instructional Facilitators, Dean of Students, Team Leaders, Department Leaders, Curriculum and Instruction Support Supervisors, Research Division, Principal Supervisor
Progress Monitoring / Evaluating	<ul style="list-style-type: none"> *Principal and Assistant Principals will review Observation Data and Progress for Observation completion on monthly basis – TalentEd and Calibration documents *School Improvement Meeting Data Reviews – NSCAS at the beginning of School Year *Checks for Understanding Formative/Summative Grades - Gradebook Checks by AP every 3-4 weeks with a follow up to teachers *Department meetings are held monthly to develop checks for understanding, achievement data review, and review the use of IXL and Dreambox focus on facilitating meaningful classroom discussion and/or productive discourse – collect Department Notes *Department book study, <i>Checks for Understanding</i> – once a month

	<ul style="list-style-type: none"> *Department MOEC conversations – once a month *School Improvement Meetings within Departments twice a year to analyze lesson plans and student work – collect SIP and Department Notes *Leadership will conduct monthly school data walks – Review Data Walk Forms and give feedback *Leadership will provide coaching to all staff on a weekly basis – Coaching Notes with descriptive feedback *Teams will meet weekly to review data (MAP, course-based checks for understanding) – Team Agendas and Notes *New Teacher Meeting Agendas and needs assessment notes *Leadership team will meet weekly to review data (coaching visits, teacher observation data, school data walk results, lesson plan reviews) – Leadership Meeting Agenda *Leadership team will review teacher lessons plan monthly focusing on 4 questions from Learning Goals, Gradual Release, Checks for Understanding, 2nd Edition, Fischer & Frey 2016 (Tips for Success) – Lesson Plan Checks form used and returned *Peer Lesson Plan reviews each quarter to review Learning Goals, Gradual Release, Checks for Understanding with Descriptive Feedback – Peer Review Forms *Leadership will administer quarterly surveys for teachers to self-reflect on progress on using checks for understanding and use of academic conversations to plan for adjustments to professional learning offerings – Self-Reflection surveys

If the goal listed above will be financially supported with *Support for Improvement* funds for the current application, check the box below. If the listed goal will not be financially supported, you MUST mark the Not Applicable.

- Support for Improvement Funds
- Not Applicable

Goal 3 - By 2020, our school will implement strategies to reduce the percentage of students missing 5% (approximately 9 days) or more of the school year by 4% (2% decrease each year in the grant)

Action Plan – Goal 3

Intervention/Strategy	<i>Strategies: Using the 'Strive for 95' District initiative, all stakeholders will increase awareness of the importance of regular attendance and the impact on academic achievement and social emotional development.</i>						
Is intervention/strategy currently in place? If yes, for how long?	xxxx Yes <input type="checkbox"/> No <i>'Strive for 95' Attendance Initiative has been going on the entire 2018-19 School year.</i>						
Describe the activities for implementing this intervention/strategy-- include key steps and dates	<p><u>Establish and maintain Leadership Attendance Team for weekly discussions and communication</u></p> <ul style="list-style-type: none"> *Meet weekly to track student and school attendance data, keeping agenda notes *Generate and analyze data using the Dashboard for decision making using quadrants to track, categorize, and establish goals (Green, Yellow, Orange, Red) for weekly meetings *Establish and maintain an incentive program to support weekly, monthly, quarterly, yearly goals: individually, grade, teams, and as a school *Parent contacts via phone, e-mail, and mail to communicate attendance initiatives *Determine home visits, attorney referrals, and transportation concerns through weekly meeting discussions *Ensure Tiered system of support is created and maintained <p><u>Establish and maintain School Improvement Attendance Team</u></p> <ul style="list-style-type: none"> *Establish and maintain attendance curriculum in PRIDE Time (Advisory) to support Wednesday lessons, meetings 4 times a year *Generate and analyze data using Dashboard and discuss incentive programs for help in decision making during Quarterly meetings 						
Evidence level category 1-4 per ESSA requirements— Provide explanation	<p>Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> xxxxLevel 4</p> <p>Level 4: "Increasing average daily attendance by just 3% could lead to more students passing reading and math state tests." Pg. 13. "When students are chronically absent, instruction for all students is slowed and a significant amount of instructional time lost." Pg. 18 <i>Understanding the Stakes: Why We Should Address Chronic Absence</i> (Sprick, Sprick 2019)</p> <p>This is a District Goal, trying to ensure students do not become 'At-risk' for attendance concerns. Omaha Public Schools defines 'At-risk' as missing 5-10% of their school days, or 9-17 days a year.</p> <table border="1" data-bbox="496 1579 1177 1869"> <thead> <tr> <th>Total days in the school year</th> <th>Percent Absent</th> <th>Days Absent Equivalent</th> </tr> </thead> <tbody> <tr> <td>175</td> <td>Not Chronic 5% or less of school</td> <td>9 Days or Less</td> </tr> </tbody> </table>	Total days in the school year	Percent Absent	Days Absent Equivalent	175	Not Chronic 5% or less of school	9 Days or Less
Total days in the school year	Percent Absent	Days Absent Equivalent					
175	Not Chronic 5% or less of school	9 Days or Less					

	175	At Risk 5%-10% of school	9 to 17 Days
	175	Moderate 10%-20% of school	17 to 35 Days
	175	Severe greater than 20% of school	35 Days or more
Three-Year Goal	By 2021, our school will implement strategies to reduce the percentage of students missing 5% (approximately 9 days) or more of the school year by 4% (2% decrease each year in the grant)		
Interim Benchmark/Goal(s)	<ol style="list-style-type: none"> 1. By the end of the 1st week of the 2019-2020 School Year, chronically absent students from the previous year will be identified and names will be communicated to Core Academic and Attendance Teams; 2. By the end of 1st quarter, 100% of enrolled students are identified in one of the 4 Tiers and names will be communicated to Teams and Grade Level Administrator and Counselors; 3. By the end of the 1st Quarter, the Incentive Program will be created and communicated to staff, students, and parents; 4. By the beginning of the 2nd Semester, students will create an attendance goal based off of their 1st Semester attendance; 5. By the end of the 2019-2020 School Year, the Attendance Team will work with the PRIDE and Team Teachers to track the progress of student generated goals; 6. By the end of the 2019-2020 School year, the Attendance SIP Team will have developed attendance curriculum for PRIDE Time that supports the correlation of attendance and academic success. 7. Continue the same supports through the 2020-2021 School Year to support Non-Chronic attendance. 8. By the end of the 2021 School year, McMillan will continue to see increase in the amount of students in the 'green' category for Non-Chronic attendance and a decrease in the 'red' category for Chronic attendance. 		
Start Date	May 2019		
Full implementation date	May 2020		

Person(s) responsible	Principal, Assistant Principals, Instructional Facilitators, Counselors, Social Worker, Community Counselor, Dean of Students, Student Support Liason, Team Leaders, School Improvement Committee Members, Pride Time Teachers, Student and Community Support Supervisors, Research Division, Principal Supervisor
Progress Monitoring / Evaluating	<ul style="list-style-type: none"> *Weekly Leadership Attendance Meeting and Data Dashboard monitoring – Meeting Agenda and Notes *Use Tableau to monitor attendance at Weekly Attendance Meetings *Quarterly School Improvement Attendance Team Meeting – Agenda and Notes *SAT Meetings – Meeting Notes *Counselor mentoring and small groups for attendance progress – Spreadsheet of groups, students in groups, times/dates and agenda for meetings *Progress of students who have had parent contacts via mail or phone – Data collection *Survey monitoring of parents – Survey results *PRIDE Time lesson monitoring and gathering of feedback – PRIDE Time Lesson OneNote Collection and Use; Walk Through Forms *Incentive program monitoring – Calendar of events *SSL Number of Home visits, County Attorney Referrals, Requests for Transportation – Spreadsheet totals

If the goal listed above will be financially supported with *Support for Improvement* funds for the current application, check the box below. If the listed goal will not be financially supported, you MUST mark the Not Applicable.

- Support for Improvement Funds
- Not Applicable

Goal 4 By 2020, our school will continue to increase positive aspects of school culture as defined by the Climate Survey data and MTSSB Tiered Fidelity Inventory (TFI). TFI will remain at 80% fidelity each year and targeted components of the Climate Survey will improve by 5% in the following categories: **School Climate** - Students at this school show respect for one another (Staff) & Students at this school treat one another with respect (Student and Parent); **School Safety** – Students feel safe at this school (Staff and Parent) I feel safe at school (Student); **Equity/Respect for Diversity** – Respecting diversity is taught in my classroom (Student). Respecting diversity is a regular part of day to day learning at this school (Staff and Parent); **Discipline** – Generally students in my classroom behave well (Student). positively each year (check on statistical significance); **Parent Involvement** – Staff at this school regularly communicate with parents about student progress (Parent)

Action Plan – Goal 4

Intervention/Strategy	<i>Strategy: Teachers will use MTSSB practices and protocols within classroom instruction and PRIDE Time Advisory each day with fidelity, in order to support each other and meet student's needs resulting in the development of safe, positive social and behavioral skills.</i>
Is intervention/strategy currently in place? If yes, for how long?	xxxx Yes <input type="checkbox"/> No McMillan has been an MTSSB Tier 1 school since 2016.
Describe the activities for implementing this intervention/strategy-- include key steps and dates	<p><u>Continuing implementation of building-wide expectations utilizing the PRIDE tenants of positive behavior with fidelity</u></p> <ul style="list-style-type: none"> *PRIDE Advisory Monday Lessons *MTSSB Bellwork at the beginning of each period daily *Mindfulness to start each period daily *Monthly Faculty Meeting Professional Development regarding PRIDE Rubric and building-wide expectations *New Teacher Meetings that support understanding of MTSSB practices and protocols for proactive classroom management *Voluntary book studies that Joel/Antoinette/Sarah lead (trauma/diversity) <p><u>Frequent collection, monitoring of Tier I behavior data in each system to guide interventions</u></p> <ul style="list-style-type: none"> *Big 5 Discipline report review, 3 times a year *Behavior Audit Report - On-call/referral data review, once a month *Classroom Practices Observation Tool, 3 times a year *Restorative Practices Professional Development during School Improvement or Wednesday Professional Development sessions with Teams, minimum of 6 sessions through the year *SAS Staff Survey, once a year <p><u>Establish and maintain a clearly defined set of behaviors and consequences in each of the four systems (School-wide, Non-Classroom, Classroom, Individual Student)</u></p> <ul style="list-style-type: none"> *District Code of Conduct review, beginning of the year *Behavior Flowchart used regularly *Regular use of On-calls and Referral Forms with Tiered Interventions *Professional development to support practices and protocols to support MTSSB, Faculty Meeting once a month <p><u>Increase staff confidence in student growth and collective efficacy regarding participation in school-wide expectations of behavior</u></p> <ul style="list-style-type: none"> *Self-reflection activities, once a Quarter *Team Building activities once a month *Book study; <i>Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management</i>, Smith, Fischer, Frey; <i>If You Can't Manage Them, You Can't Teach Them</i>, Campbell & Wahl; <i>Passionate Learners: How to Engage and Empower Your Students, 2nd Edition</i>, Ripp

	<p><u>Increase communication practices with parents</u></p> <ul style="list-style-type: none"> *Yearly documents for MTSSB Behavior Matrix *Text and e-mail communication about weekly PRIDE focus, expectations *Minnesota Humanities training be a part of School Climate (Respect for Diversity/Parent Involvement) <p><u>Establish and maintain safety practices and protocol within classrooms and the school as a whole.</u></p> <ul style="list-style-type: none"> *Monthly drills *Yearly review of protocol *SRO Emergency Response scenarios for staff during 1st Quarter
<p>Evidence level category 1-4 per ESSA requirements—Provide explanation</p>	<p>xxxx Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4</p> <p>This intervention utilizes a variety of highly effective strategies according to John Hattie’s meta-analysis of research studies:</p> <ul style="list-style-type: none"> • Response to Intervention/MTSS to address tiers of students and their individual behavioral needs– 1.07 • Feedback to encourage or discourage student behaviors – 0.75 • Classroom and common area expectations and procedures and routines implemented with fidelity to reduce behavior incidents – 0.68 <p>Direct instruction of expected behaviors – 0.59</p>
<p>Three-Year Goal</p>	
<p>Interim Benchmark/Goal(s)</p>	<ol style="list-style-type: none"> 1. By the end of 1st semester 2019-2020, 80% of teachers will demonstrate use of building-wide expectation practices and PRIDE Time implementation with fidelity; 2. By the end of 2nd semester 2019-2020, 100% of teachers will demonstrate use of building-wide expectation practices and PRIDE Time implementation with fidelity; 3. By the end of 1st semester 2019-2020, 80% of teachers will demonstrate use of practices and protocols for On-calls and Referrals with fidelity; 4. By the end of 2nd semester 2019-2020, 100% of teachers will demonstrate use of practices and protocols for On-calls and Referrals with fidelity; 5. By March 2019-2020 the TFI be at 80% or higher; 6. By March 2020-2021 the TFI be higher than the previous year at the same time; 7. By May 2021 the Climate Survey will have increase 2.5% in the chosen categories and specific questions (see the goal); 8. By May 2021 the Climate Survey will have increase 5% in the chosen categories and specific questions (see the goal);

	9. By end of 2 nd semester 2020-2021 there will be a reduction of suspensions by 5% from the previous year.
Start Date	May 2019
Full implementation date	May 2020
Person(s) responsible	Principal, Assistant Principals, Instructional Facilitators, Counselors, Social Worker, Community Counselor, Dean of Students, Student Support Liason, Team Leaders, MTSSB Committee Members, MTSSB Building Coach, School Improvement Committee Members, Pride Time Teachers, Student and Community Support Supervisors, Research Division, Principal Supervisor
Progress Monitoring / Evaluating	<ul style="list-style-type: none"> *Monthly PRIDE Walk-throughs – Classroom Practices Observation Tool with feedback to staff *Faculty and Team meetings are held monthly and weekly where a portion of the agenda includes refreshing practices and protocols, discussing student behavior data, addressing areas of concern, SAS & TFI Results – Meeting Agendas and Notes *New Teacher Meeting to discuss MTSSB practices and protocols that support classroom management and needs assessments for support-Monthly *Leadership will conduct monthly school data walks focused on identifying evidence of implementation of Pre-corrects and 4 to 1 Positive to Corrective Feedback – Classroom Practices Observation Tool with feedback to staff *Leadership will provide coaching to all staff focused on implementation of the building-wide expectations- MTSSB Classroom Practices Observation Tool *Teams will schedule monthly discussions to review data focused on office referrals and suspensions – Team Meeting Agenda and Notes *Leadership team will discuss and review office referral and suspension data monthly during Leadership Team Meetings – Leadership Meeting Agenda and Notes *Leadership will administer quarterly surveys for teachers to self-reflect on progress for implementing MTSSB practices and protocols – Self-Reflection Form *Repository for all MTSSB materials – OneNote Folder *Communication e-mails and texts from AP or Principal – E-mail *Check-off list for documents sent to parents/guardians *Surveys during Student Led Conferences *Calendar – dates for safety drills and Professional Development activities
If staff will be paid with SFI funds, include name/position	

If the goal listed above will be financially supported with *Support for Improvement* funds for the current application, check the box below. If the listed goal will not be financially supported, you MUST mark the Not Applicable.

xxxx Support for Improvement Funds

Not Applicable

Opportunity

The Nebraska Leadership and Learning Network (NLLN), is a recently organized group that focuses on supporting educational leaders. The NLLN has collaboratively identified critical educational leadership levers associated with ensuring equity of opportunity and access for learners who are most in need of support. The NLLN group has identified a need for the State to embrace an instructionally focused priority for all principals and other instructionally focused leaders in schools identified as in need of improvement. The group values the importance of developing a formal plan for engagement to build a shared understanding and collective efforts in support of educational leadership. **If your school were given the opportunity to participate in this coaching and support model would you be interested?**

xxxx Yes

DRAFT