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| Problem Statement: Problem Statement: Only 34% of our students are achieving at or above grade level in English Language Arts. More specifically, those students are scoring below grade level when working with Informational texts in ELA. This is according to NSCAS scores from the 2023-24 school year. The Academic Diagnostic Report Spring of 2024 from TNTP supports the above statement. The report showed that grade appropriate assignments were only observed at a rate of 48%. Over half of our students are not engaging with content that reflects college and career ready academic standards. The report also displayed that only 33% of assignments analyzed were from the district’s created curriculum in English Language Arts. Our students are not consistently being exposed to High Quality Instructional Materials (HQIM) in the classroom. When looking at student engagement, only 19% of our students were deeply engaged in the content of the lesson. Students are not deeply engaged with lessons that they find interesting, enjoyable and warrant deep concentration. Students were not collaborating or engaged in the learning process. The heavy intellectual lifting was not seen being done by the students. |
| [Root Causes:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/ESsvVho0BEtNrsFOQotr3J0BuHOwbb0MIJMDJveaQEI6ew?e=MACNDd) unwillingness to stray from teacher-made curriculum, teacher belief that district curriculum lacks engagement and differentiation strategies, lack of teacher efficacy in using high-yield literacy strategies |
| Goal 1: By May 2026, student proficiency on NSCAS will grow 14.49% overall from 2022-23 (status goal: 44.25%) Moonshot Reading Goal: By May 2026, students' proficiency on NSCAS Reading will increase by 21.79% from the 2023-24 baseline of 34.41%. (Proficiency Goal: 56.20%)   |
| [**Strategy:**](https://www.ops.org/Page/6584)What will we focus on to achieve our goal-our commitments? | **Actions:** To do list: things we need to do to implement our strategies(Lead with a verb) | **Success Criteria:**What are we expecting to see and hear from the leadership team and teachers? | [**Progress/Outcomes**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/EjaMHvYU3CpJl7-Yl2sMAPAB6PTq9JEYBsC6Db6wVFVlLg?e=hRepT4)What evidence will we use to monitor student progress?When and with what frequency will we monitor the data? | **Professional Development:**What will you teach to support effective strategy implementation?[**Budget Planning**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/Ep4k_KjfA5xDlU2HLPavnVgBgoZBAe1HeLstZYoGmVf9rA?e=b1Xopl) |
| Tier 1 Instruction1.Talk-Read-Talk-Write (TRTW) to assist with informational text2. Academic Discourse to assist with student engagement3. Implement (HQIM) High Quality Instructional Materials with fidelity4. ELA & Math teachers participate Science of Reading | -Create quarterly coaching schedule-focus problem of practice-Add rate of engagement to coaching protocol-Add HQIM to coaching protocol1. Demonstrate the use of the strategies in classroom settings.
2. Intentional plan time in PLCs-seek input from TLCs
3. Integrate Science of Reading information into coaching and improvement action

  | -Model the strategy in PD (leadership)-Teacher leaders will model strategy across curriculum areas for PD-Teachers will implement strategies in classrooms with fidelity ensuring that teachers are using HQIM. | School Wide | ELEOT data from coaching every 3 weeks | -Celebrating success stories-Teacher facilitated further PD in Tier 1 instructional strategies |
| Grade Level | 6-8 |
| Collaborative Team | PLC groups analyzing work bi-monthly |
|  |  |  | School Wide | Coaching data/rate of engagement quarterly | -Teacher facilitated further PDIn Tier 1 Instructional strategies |
| Grade Level | 6-8 |
| Collaborative Team | PLCs to analyze checks for understanding bi-monthly |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EdUU1GagzstAgjw4guoyA64BHUyBse1nTgrCYAivg9mAZA?e=SsuK79) **24.07% of EL students showed growth and/or proficiency on the ELPA during the 22-23 school year. This number increased by 1% in 23-24.** |
| [Root Causes:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EcbPhnlvB11GnpF3e8MKIfMBv7EDkgX8ljUXRXNLHDKWeQ?e=Fg8MGK) Students are coming in to school with little or no formal English education. Teachers feel overwhelmed by the challenge of “catching students up” in their English education.  |
| Goal 2: By May 2026, student proficiency on ELPA will grow by 12% overall from 2022-2023 (growth goal: 36.07)  |
| [**Strategy:**](https://www.ops.org/Page/6584)What will we focus on to achieve our goal-our commitments? | **Actions:** To do list: things we need to do to implement our strategies(Lead with a verb) | **Success Criteria:**What are we expecting to see and hear from the leadership team and teachers? | [**Progress/Outcomes**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/EjaMHvYU3CpJl7-Yl2sMAPAB6PTq9JEYBsC6Db6wVFVlLg?e=hRepT4)What evidence will we use to monitor student progress?When and with what frequency will we monitor the data?LINK to monitoring sheet within each Toolkit Here | **Professional Development:**What will you teach to support effective strategy implementation?LINK to annual professional learning plan Here |
| Tier 1 Instruction1. Academic Discourse
2. Stations/ rotations
3. Implement (HQIM) High Quality Instructional Materials with fidelity
 | -Plan and implement PD around EL students-Review data from ELPA assessment-Incorporate EL-specific look-fors in coaching documents | -Model the strategies in PD (leadership)-Molly Davies-LEAD ELL teacher presents on 8/11, follow up dates TBD-Teacher leaders will model strategy across curriculum areas for PD-Teachers will implement strategies in classrooms with fidelity | School Wide  | Coaching data/Grades data | -Celebrations of success of implementation-Teacher-led further PD in Tier 1 Instructional strategies |
| Grade Level | PLC data/grades data |
| Collaborative Team | Time to plan the process, similar skills bi-monthly |
|  |  |  | School Wide  | Coaching data to check for rate of engagement quarterly | -Teacher facilitated further PD |
| Grade Level | N/A |
| Collaborative Team | PLCs to analyze checks for understanding bi-monthly |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EQLw46HVj3JGn30Sgsl4IWkBEqhLzNJOF_SFBmkJ63uBDQ?e=LcSBVs) **Nathan Hale’s chronic absenteeism rate for the 2021-22 school year (baseline) showed 41.35% of students missing a total of 10 or more school days.**  |
| [Root Causes:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EbRvvQz_pbZOv6ilpttsNaEBLupq1HTFlBnbVlwfgLnySg?e=eBmeUt) We see a lack of school & community relationships that may foster parents & guardians apathetic feelings about sending their students to school. |
| Goal 3: By May of 2026, Nathan Hale’s chronic absenteeism rate will be reduced to 33.08% (10% reduction from 21-22 baseline). |
| [**Strategy:**](https://www.ops.org/Page/6584)What will we focus on to achieve our goal-our commitments? | **Actions:** To do list: things we need to do to implement our strategies(Lead with a verb) | **Success Criteria:**What are we expecting to see and hear from the leadership team and teachers? | [**Progress/Outcomes**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/EjaMHvYU3CpJl7-Yl2sMAPAB6PTq9JEYBsC6Db6wVFVlLg?e=hRepT4)What evidence will we use to monitor student progress?When and with what frequency will we monitor the data?LINK to monitoring sheet within each Toolkit Here | **Professional Development:**What will you teach to support effective strategy implementation?LINK to annual professional learning plan Here |
| * Implementing and utilizing MTSS-B with fidelity
* Establish Monthly Principal Coffee
* Teachers increase positive interaction with families through various methods
* DMG (District Management Group)
 | -Reviewing common language with teachers-Role play situations as a form of group reflection-Creation of progress monitoring sheet-Invite parent/guardians during day or evening to discuss concerns and suggestions-Weekly positive communication email or phone call-Self-directed rapid cycles of improvement  | -Use of common language from leadership and teaching staff-Use of MTSS-B flow chart for behavior-Restorative conversations by all staff and students-Principal shares data with staff, implement ideas that are beneficial for all-Teachers track communication via IC under parent contact-Increase in the number of students attending school | School Wide  | Reduction in chronic absenteeism (Tableau) monthly | -Referral-writingAnalyze Tableau data weekly and make adjustments to PD-Reviewing MTSS-B flow chart for office v. classroom-Role play skills of the week-given a calendar for the year-Show teachers how to use parent contact tab in IC |
| Grade Level | Reduction in chronic absenteeism (Tableau) monthly |
| Collaborative Team | Reduction in referral submission data (Tableau) monthly |
| Teacher mentor for chronically absent students | -” Draft” of up to 5 students that they can mentor regarding absences and attendance-Look at data of student success points and areas for improvement | -Leadership preparing attendance data for the “Chronic Absenteeism Draft”-Teachers choosing students in an open format based on data-Staff create a how-to list for celebration of small steps | School Wide  | Reduction in severe and moderate categories monthly | -Bi-Monthly data digs on attendance-Teacher analysis and revision of strategies for student menteesPD on building relationships with students (positive language and presence) |
| Grade Level | Reduction in severe and moderate categories monthly |
| Collaborative Team | Teacher reflection through meeting records weekly |
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