

**Omaha Public School Comprehensive School  
Improvement Plan**



**School: Boyd Elementary School**

<p><b>Reflection &amp; Planning for Priority 1 Focus Areas:</b> Elementary Reading on Grade Level</p>	<p>What's working?</p> <ul style="list-style-type: none"> <li>All populations represented equally in all success levels.</li> <li>Positive relationships abound.</li> <li>Teachers adhere to the A+ Curriculum pacing guides.</li> <li>Teacher Curriculum Material Mastery</li> <li>Implementation of OPS Digital Resources</li> <li>Parent Teacher Conference Attendance, roughly 85% - 90%</li> </ul>	<p>How do we know? What other data might support our analysis of what's working?</p> <ul style="list-style-type: none"> <li>By looking at the MAP school achievement growth reports.</li> <li>Best of Omaha 2022 Award</li> <li>Coaching Visits/Instructional Rounds</li> <li>Learning goals align to instructional tasks.</li> </ul>	<p>Problem Statement:</p> <ul style="list-style-type: none"> <li>62% of kindergarteners are performing below the 50<sup>th</sup> percentile in MAP ELA.</li> <li>58% of first graders are performing below the 50<sup>th</sup> percentile in MAP ELA.</li> <li>59% of second graders are performing below the 50<sup>th</sup> percentile in MAP ELA.</li> <li>80% of third graders performed in the developing category on the NSCAS ELA.</li> <li>75% of fourth graders performed in the developing category on the NSCAS ELA.</li> <li>72% of fifth graders performed in the developing category on the NSCAS ELA.</li> </ul> <p>Root Causes:</p> <ul style="list-style-type: none"> <li>Attendance (Teacher &amp; Student)</li> <li>Behavior (Interferes with instruction)</li> <li>School Readiness (Parent involvement/support)</li> </ul>
	<p>What's not working?</p> <ul style="list-style-type: none"> <li>Students lack background knowledge and skills to respond to rigorous tasks presented in cumulative core assessments.</li> <li>Teacher Attendance, lack of substitutes.</li> <li>Student Attendance</li> <li>Lack of opportunities for parent involvement</li> <li>Lack of school readiness (kindergarten readiness)</li> <li>Students lack grit and perseverance</li> <li>Students haven't adopted the belief that regular school attendance and success is vital to their development and future.</li> <li>Quality and quantity of screen time.</li> </ul>	<p>How do we know? What other data might support our analysis of what's not working?</p> <ul style="list-style-type: none"> <li>By looking at the MAP school achievement growth reports and through classroom instructional round data.</li> </ul>	

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<p><b>Implementation Design for Priority 1 Academics (Step 1)</b></p> <p>Focus Area: Elementary Reading on Grade Level</p>	<p><u><a href="#">Goal Calculator</a></u>  <b>Three Year Goal:</b> Aligned to the strategic plan of action. Includes SPOA stated goals.</p>	<p>Success Criteria: Evidence of Implementation</p>	<p>Professional Learning: Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal.</p>
<p><b>Strategies:</b> Identify the strategies that will be used to achieve this goal.</p> <ul style="list-style-type: none"> <li>• Adhere to the OPS Literacy Framework when planning and delivering ELA instruction.</li> <li>• Adhere to OPS digital resource usage guidelines.</li> <li>• Adhere to A+ Guaranteed and Viable Curriculum (Into Reading)</li> </ul>	<p><b>Annual Benchmarks:</b></p> <p>Year 1: By May 2023, we will increase the percent of kindergarten students at or above the 50<sup>th</sup> percentile on the MAP ELA assessment by 4% from 28% to 32%.                  By May 2023, we will increase the percent of 1<sup>st</sup> grade students at or above the 50<sup>th</sup> percentile on the MAP ELA assessment by 4% from 43% to 47%.                  By May 2023, we will increase the percent of 2<sup>nd</sup> grade students at or above the 50<sup>th</sup> percentile on the MAP ELA assessment by 4% from 42% to 46%.                  By May 2023, we will increase the percent of 3<sup>rd</sup> grade students performing in the on track and CCR categories by 4% from 20% to 24%.                  By May 2023, we will increase the percent of 4<sup>th</sup> grade students performing in the on track and CCR categories by 4% from 25% to 29%.                  By May 2023, we will increase the percent of 5<sup>th</sup> grade students performing in the on track and CCR categories by 4% from 27% to 31%.</p> <p>Year 2:</p>	<ul style="list-style-type: none"> <li>• ELA Kindergarten – 5<sup>th</sup> Grade Look Fors evident during coaching visits.</li> <li>• Progress Monitoring – digital resource usage, weekly Into Reading assessments, MAP, NSCAS</li> </ul>	<ul style="list-style-type: none"> <li>• ELA Kindergarten – 5<sup>th</sup> Grade Look Fors</li> <li>• Grade Level Data Dig for NSCAS and MAP to guide instruction, small group, and intervention.</li> <li>• Grade Level Data Dig for common assessment items to guide instruction, small group, and intervention.</li> <li>• OPS Literacy Framework</li> <li>• Increase teacher ELA framework capacity (Reader’s Notebooks, Intervention, Tabletop Minilessons, etc.)</li> </ul>

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	Actions: Identify the specific actions you will take in the implementation of each strategy.	Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection.	
	<ul style="list-style-type: none"> <li>• Reader’s Notebooks</li> <li>• Intervention</li> <li>• Reading Small Groups</li> <li>• Close Reading</li> <li>• Notice and Note Signpost</li> <li>• Inquiry and Research Projects</li> <li>• Independent Reading – build stamina</li> <li>• Rich print environment (utilize OPS provided text)</li> <li>• Joyful Learning</li> <li>• Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li>• ELA Kindergarten – 5<sup>th</sup> Grade Look Fors evident during coaching visits.</li> <li>• Progress Monitoring – digital resource usage, weekly Into Reading assessments, MAP, NSCAS</li> </ul>	

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**Session 3  
& Ongoing**

<b>Quarter 1 Disaggregated Results for Priority 1 Academics</b>  Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	Problem of Practice for Instructional Rounds:

<b>Mid-Year Disaggregated Results for Priority 1 Academics</b>  Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

<b>Quarter 3 Disaggregated Results for Priority 1 Academics</b>  Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	Problem of Practice for Instructional Rounds:

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<p><b>Reflection &amp; Planning for Priority 2 Focus Areas (Facilitators Guide Page 8-12 for data alignment): Staff Retention &amp; Development</b></p>	<p>What's working?</p> <ul style="list-style-type: none"> <li>As of August 1, 2022, all administrative and teaching positions were filled with qualified and effective staff.</li> <li>Boyd school culture and climate.</li> <li>Staff trusts and supports each other</li> <li>Interview process includes team approach for staff and candidate.</li> </ul>	<p>How do we know? What other data might support our analysis of what's working?</p> <ul style="list-style-type: none"> <li>Administrative and teaching retention: 87.75%</li> <li>Climate Survey Data</li> </ul>	<p>Problem Statement:</p> <ul style="list-style-type: none"> <li>12.25% of administrative and teaching positions required hiring replacements.</li> </ul> <p>Root Causes:</p> <ul style="list-style-type: none"> <li>Student social-emotional deficits/mental health struggles</li> <li>External factors</li> <li>Seek additional leadership supports for first year teachers</li> </ul>
	<p>What's not working?</p> <ul style="list-style-type: none"> <li>Four teaching positions required a new hire for the 2022-2023 school year.</li> <li>Teacher attendance, lack of substitutes.</li> </ul>	<p>How do we know? What other data might support our analysis of what's not working?</p> <ul style="list-style-type: none"> <li>Climate Survey Data</li> </ul>	

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<p><b>Implementation Design for Priority 2</b></p> <p>Focus Area:</p>	<p><b>Goal Calculator</b>  <b>Three Year Goal:</b> Aligned to the strategic plan of action</p> <p><b>Annual Benchmarks:</b>                  Year 1: By August 1, 2023, we will increase the retention percentage of administrative and teaching staff by 2% from 87.75% to 93.12%.                  Year 2: By August 1, 2024, we will increase the retention percentage of administrative and teaching staff by 2% from 93.12% to 99%.</p>	<p>Success Criteria: Evidence of Implementation</p>	<p>Professional Learning: Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal.</p>	
<p><b>Driver Diagram</b>  <b>Strategies:</b> Identify the strategies that will be used to achieve this goal.</p> <ul style="list-style-type: none"> <li>• Staff Recognition</li> <li>• Staff Support</li> </ul>	<p>Actions: Identify the specific actions you will take in the implementation of each strategy.</p>	<ul style="list-style-type: none"> <li>• Monthly Mentor/Mentee Meeting Agendas</li> <li>• Coaching Schedule</li> <li>• Leadership Positive Check-In Schedule</li> <li>• Staff Meeting Agendas</li> <li>• Grade Level Meeting Agendas</li> <li>• Meetings and Due Dates</li> <li>• Master Schedule</li> <li>• Boyd Staff Member of Distinction share-outs</li> </ul>	<ul style="list-style-type: none"> <li>• Boyd Staff Member of Distinction nomination process</li> <li>• Star Staff nomination process</li> <li>• Provide agendas, schedules, due dates, etc.</li> </ul>	
	<p><b>Staff Recognition</b></p> <ul style="list-style-type: none"> <li>• Boyd Staff Member of Distinction</li> <li>• Star Staff (student nomination)</li> <li>• Teacher Appreciation Week</li> <li>• Community Partnership</li> <li>• Sunshine Cart</li> </ul> <p><b>Staff Support</b></p>	<p>Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection.</p>		<ul style="list-style-type: none"> <li>• Meeting Feedback Form</li> </ul>

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	<ul style="list-style-type: none"><li>• Monthly mentor/mentee new teacher meetings</li><li>• Coaching Rounds</li><li>• Grade Level Meetings</li><li>• Staff Meetings</li><li>• Reciprocal Peer Coaching</li><li>• Extra Duty Pay</li><li>• New Teacher Support*</li><li>• Common Plan Time</li><li>• Positive Check-in from leadership</li></ul>		
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**Session 3  
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<b>Quarter 1 Disaggregated Results for Priority 2</b>  Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

<b>Mid-Year Disaggregated Results for Priority 2</b>  Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

<b>Quarter 3 Disaggregated Results for Priority 2</b>  Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

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<p><b>Reflection &amp; Planning for Priority 4 Focus Areas</b> Increase Attendance &amp; Reduce Behavior Events</p>	<p>What's working?</p> <ul style="list-style-type: none"> <li>• 45% of our K-5 students were in attendance more than 95% of the 2021-2022 school year.</li> <li>• Positive relationships among staff and students.</li> </ul>	<p>How do we know? What other data might support our analysis of what's working?</p> <ul style="list-style-type: none"> <li>• Attendance Dashboard Data</li> <li>• Behavior Dashboard Data</li> <li>• Climate Survey Data</li> <li>• Omaha's Best Award 2022</li> </ul>	<p>Problem Statement:</p> <ul style="list-style-type: none"> <li>• 55% of our K-5 students were chronically absent during the 2021-2022 school year placing them in the at risk (30%), moderate (19%), or severe (6.2%) category.</li> <li>• 6% of our K-5 students were suspended for a total of 59 days in the 2021-2022 school year.</li> <li>• 571 behavior resolutions documented within the behavior resolution dashboard during the 2021-2022 school year.</li> </ul> <p>Root Causes:</p> <ul style="list-style-type: none"> <li>• Attendance (Teacher &amp; Student)</li> <li>• Lack Social Emotional Skills</li> <li>• Mental Health Struggles</li> <li>• School Readiness (Parent involvement/support)</li> </ul>
	<p>What's not working?</p> <ul style="list-style-type: none"> <li>• Lack of attendance incentives</li> <li>• Parent awareness levels</li> <li>• MTSS-B Implementation Fidelity</li> </ul>	<p>How do we know? What other data might support our analysis of what's not working?</p> <ul style="list-style-type: none"> <li>• Climate Survey Data</li> <li>• Attendance Dashboard Data</li> <li>• Behavior Dashboard Data</li> </ul>	

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<p><b>Implementation Design for Priority 4 Focus Area: Increase Attendance &amp; Reduce Behavior Events</b></p>	<p><b>Facilitators Guide Page 17 Goal Calculator</b> <b>Three Year Goal:</b> Aligned to the strategic plan of action. Includes SPOA stated goals.</p>	<p>Success Criteria: Evidence of Implementation</p>	<p>Professional Learning: Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal.</p>
<p><b>Facilitators Guide Page 32 Driver Diagram</b> <b>Strategies:</b> Identify the strategies that will be used to achieve this goal. (Focus on three.)</p> <ul style="list-style-type: none"> <li>• <b>Build stronger, positive family-school relationships to increase attendance and reduce behavior infractions.</b></li> <li>• <b>Implement consistent routines, expectations and procedures with fidelity.</b></li> <li>• <b>Implement attendance and positive behavior recognition incentives.</b></li> </ul>	<p><b>Annual Benchmarks:</b> Year 1: By May 2023, we will increase the percent of students in the non-chronic category by 2% from 45% to 47.75%. By May 2023, we will decrease the percent of students with chronic absenteeism by 2% from 55% to 51.63%. By May 2023, we will decrease the number of behavior resolutions by 3% from 571 to 518. By May 2023, we will decrease the percent of suspensions from 6% (31 students) to 5.44% (28 students). By May 2023, we will decrease the number of suspension days by 3% from 59 days to 53.5 days. Year 2: By May 2024, we will increase the percent of students in the non-chronic category by 2% from 47.75% to 50.67%. By May 2024, we will decrease the percent of students with chronic absenteeism by 2% from 51.63% to 48.47%. By May 2024, we will decrease the number of behavior resolutions by 3% from 518 to 470.</p>	<ul style="list-style-type: none"> <li>• Weekly Attendance Meetings (Cycle Day 1/6)</li> <li>• Blackboard messages sent to guardians inviting attend/assist with school and classroom events</li> <li>• Utilize attendance and behavior dashboards to share data and collaborate with staff during staff meetings (Big 5 data/Attendance data)</li> <li>• Monthly Boyd Beacon (Smore)</li> <li>• Quarterly Assemblies for student behavior/attendance/academics</li> <li>• Morning Meetings</li> <li>• MTSS-B lesson plans implemented school-wide with fidelity</li> <li>• Script for parents who have students that are tardy/leaving early</li> <li>• Tier 2 Check-in/Check-out System</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration to develop and set building wide expectations, routines, and procedures, consistent response to students not yet meeting school expectations.</li> <li>• Behavior Flow Chart</li> <li>• Morning Meeting</li> <li>• Social Emotional Teaching and Learning</li> <li>• Mindfulness strategies to teach self-calming</li> <li>• Infinite Campus - Parent Contact Log</li> <li>• IEP Overview with Resource Teacher &amp; Classroom Teacher/Specialists prior to the start of school.</li> </ul>
	<p>Actions: Identify the specific actions you will take in the implementation of each strategy.</p>	<p>Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection.</p>	
	<p><b>Focus on building stronger, positive family-school relationships to increase attendance and reduce behavior infractions.</b></p> <ul style="list-style-type: none"> <li>• Curriculum Night</li> <li>• Monthly 'Boyd Beacon' Smore (MTSS-B Expectations, Attendance Awards)</li> <li>• Class Dojo (MTSS-B Expectations – BB Posters)</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior and attendance year-to-year comparison data and share out</li> <li>• Lesson plans and classroom walkthroughs</li> <li>• Self-Assessment Survey (SAS)</li> <li>• Tiered Fidelity Inventory (TFI)</li> <li>• Climate and Culture Survey</li> </ul>	

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	<p><b>Focus on implementing consistent routines, expectations and procedures with fidelity.</b></p> <ul style="list-style-type: none"> <li>Invest time adequate time to develop routines and procedures</li> <li>Assemblies led by administration to focus on teaching Boyd expectations</li> <li>Social Emotional Lessons</li> <li>Morning Meeting – SEL lessons, routine/procedure focus</li> <li>Afternoon Meeting – routine/procedure reset, mindfulness minutes (5 minute reset)</li> </ul> <p><b>Implement attendance and positive behavior recognition incentives.</b></p> <ul style="list-style-type: none"> <li>Positive Office Referral</li> <li>MTSS-B Student of the Month</li> <li>Traveling Beaver</li> <li>BEAVERS – 95% attendance letter</li> <li>Warm Heart Wednesday</li> <li>Weekly individual attendance recognition</li> <li>Quarterly Behavior/Attendance/Academic assemblies</li> </ul> <p>Reach out to community partnerships for student incentives</p>	<ul style="list-style-type: none"> <li>Increase in number of students attending quarterly Beaver Best celebration</li> </ul>	
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<b>Quarter 1 Disaggregated Results for Priority 4</b>  Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

<b>Mid-Year Disaggregated Results for Priority 4</b>  Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

<b>Quarter 3 Disaggregated Results for Priority 4</b>  Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

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