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| Problem Statement: At Central Park 26.6% of students in K-5 are at or above the grade level norm in reading (MAP Fall Growth) with 29% of students in grades K-5 are at or above the grade level norm in math (MAP Fall Growth). | | | | | |
| [Root Causes:](https://omahaps.sharepoint.com/:w:/s/OPS-SI/EbgdLUZHFEVIohAlLwMMrJMBi94IyySko_dHiejV6RKI6Q?e=1VHc6c) academic discourse, active engagement, rigor of lesson, lack of intentional planning, execution of gradual release, implementation of complex text | | | | | |
| Goal 1: By May 2026, 3rd-5th grade overall proficiency percentage will increase from 13.60% to 34.23% as measured on NSCAS ELA and Math. | | | | | |
| [**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/:f:/s/OPS-SI/EqIOegjKYARLr2sRMpIw1dQB3A_vYoepUs90Q4ytact4mQ?e=9oq0zH)  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 Folder](https://omahaps.sharepoint.com/:f:/s/OPS-SI/EpAJsjI1dYFAubCHNvaq3CsB8A4xQ0UDfW8fdoZ-pzH2Cg?e=VcUhn1) |
| Intentional, Collaborative Planning and Preparation  Plan Do Check Act Cycle | Apply high leverage literacy practices, construct and engage in arguments using evidence from text, CP Non-Negotiables, PLC Protocols, Intentionally Planned and prepared lessons, Professional Development in the focus areas | Collaborative coaching conversations using CP Non-Negotiables, PLCs using the PDCA cycle, planning protocol, end of task student work analysis, high leverage literacy strategies, alignment of learning goal to end of task, academic discourse and TRTW. | School Wide | MAP, ELPA21 | TWTR, Academic Discourse, Data Analysis, Student work analysis, PDCA cycle, High Leverage Literacy Practices, TRTW, Gradual Release, CP Non-Negotiables, Triangulation of data for intentional planning, Structured Literacy Implementation, Complex Text |
| Grade Level | Student work analysis, PDCA cycle, digital resources, planning protocol |
| Collaborative Team |  |
| Student Work Analysis  Implementation of 3-5 Complex Text (scaffolds/academic conv)  Implementation of K-2 Structured Literacy | Analysis of student work and end of task in PLCs, submission of student work samples weekly, infusion of TRTW into daily lessons, implementation of complex text strategies, scaffolds implemented to support implementation of complex text analysis | Alignment of learning goal to end of task in whole group and small group, intentional planning, evidence of growth in reading and writing using student work, high leverage literacy strategies, alignment of learning goal to end of task, academic discourse using TRTW, collaborative coaching conversations, Instructional Rounds using ELIOT, peer observations | School Wide | Student work analysis, vertical alignment, School wide data analysis | Student Work Analysis Protocol, Triangulation of data for intentional planning, High Leverage Literacy Strategies, Academic Discourse, TRTW, ELIOT, peer observations |
| Grade Level | Student work analysis, PDCA cycle, digital resources, planning protocol |
| Collaborative Team | Student work analysis, vertical alignment, School wide data analysis |

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| Problem Statement: At Central Park, 31.43% of EL students are showing growth using our school performance data. | | | | | |
| [Root Causes:](https://omahaps.sharepoint.com/:w:/s/OPS-SI/ERJa57MPIXhPkrx6sPr3SngBMZgDE1ugxrAXBnP_pJOzsA?e=claRp8) rigor of lesson, academic discourse, increase in newcomers, intentional planning | | | | | |
| Goal 2: By May 2026 the percentage of English Language Learners on track to English Language Proficiency will increase from 31.43% to 53% using ELPA21 performance data. | | | | | |
| [**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/:f:/s/OPS-SI/EqIOegjKYARLr2sRMpIw1dQB3A_vYoepUs90Q4ytact4mQ?e=9oq0zH)  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 |
| Intentional, Collaborative Planning and Preparation  Plan Do Check Act Cycle   * Lessons to include listening, speaking, reading and writing * ELEOT Model | Apply high leverage literacy practices, construct and engage in arguments using evidence from text, CP Non-Negotiables, PLC Protocols, Intentionally Planned and prepared lessons, Professional Development in the focus areas | Collaborative coaching conversations using CP Non-Negotiables, PLCs using the PDCA cycle, planning protocol, end of task student work analysis, high leverage literacy strategies, alignment of learning goal to end of task, academic discourse and TRTW. | School Wide | MAP. ELPA 21 | TWTR, Academic Discourse, Data Analysis, Student work analysis, PDCA cycle, High Leverage Literacy Practices, TRTW, Gradual Release, CP Non-Negotiables, Triangulation of data for intentional planning, utilization of EL Excellence Every Day, Quick Flip Questions for Critical Thinking and Reading Comprehension, ELPA21 PLDs |
| Grade Level: | Student work analysis, PDCA cycle, digital resources, planning protocol, ELEOT, Focus on student ALD and PLDs in data digs and planning |
| Collaborative Team | ALD/PLDs using ELPA21 data |
| Student Work Analysis   * Lessons to include listening, speaking, reading and writing | Analysis of student work and end of task in PLCs, submission of student work samples weekly, infusion of TRTW into daily lessons | Alignment of learning goal to end of task in whole group and small group, intentional planning, evidence of growth in reading and writing using student work, high leverage literacy strategies, alignment of learning goal to end of task, academic discourse and TRTW | School Wide | Student work analysis, vertical alignment, School wide data analysis | Student Work Analysis Protocol, Triangulation of data for intentional planning, utilization of EL Excellence Every Day, Quick Flip Questions for Critical Thinking and Reading Comprehension |
| Grade Level | Student work analysis, PDCA cycle, digital resources, planning protocol |
| Collaborative Team | Student work analysis, vertical alignment, School wide data analysis |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/:w:/s/OPS-SI/EYv1k07JkDBMog4ejID27tIBJc-p1oW8ZO8kvSGTjt9WYQ?e=lPh4yM) **Chronic Absenteeism rates at Central Park have continued to increase over the last several years.** | | | | | |
| [Root Causes:](https://omahaps.sharepoint.com/:w:/s/OPS-SI/EV1MtSZhbFxFk-VvX9O2iFUBkfFDrrsy3vtqE8aG9bGFfg?e=xYWkTV) The parent community doesn't understand the importance of healthy attendance habits, or the impact of the educational skillset chronic absenteeism has on a student's education. | | | | | |
| Goal 3: By May 2026, Central Park will decrease the chronic absenteeism rate from 42.12% to 32.27% using attendance data dashboard. | | | | | |
| [**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/:f:/s/OPS-SI/EqIOegjKYARLr2sRMpIw1dQB3A_vYoepUs90Q4ytact4mQ?e=9oq0zH)  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 |
| Utilization of Attendance Dashboard data to apply more specific and intense intervention supports on targets students at an early stage.  Weekly Attendance Meetings | Parent Meetings, Cougar Chronicles Newsletter information on the impact and importance of attendance, attendance data shared weekly to staff, student check in with attendance addressing and identifying and addressing needs of student, attendance recognition weekly with improved attendance, data analysis of students who are in severe, moderate and at risk, targeting students in each specific category to connect with parents on interventions or community resource support.  Attendance Phone calls:  Classroom Teacher  Culturally responsive, supportive environment | Staff members and the Attendance Team connecting with families regarding the importance of healthy attendance habits, being at school on time; Quarterly celebrations of students in attendance in 95% of the quarter; weekly staff nominations of students with improved attendance; parent meetings by phone or at school to increase students in attendance; information being sent monthly regarding healthy attendance habits | School Wide | Quarterly Celebrations, weekly nominations, Newsletter information shared monthly, data analysis | Analyzing Student Data & Creating Action Plans to increase students in attendance  Scheduled Weekly & Quarterly Student Attendance Celebrations  Schoolwide monthly Parent Communication Regarding the impact of Attendance on learning |
| Grade Level | data analysis with targeted students of focus; SAT meetings |
| Collaborative Team | Attendance Team Meetings weekly, data analysis with targeted students of focus |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/:w:/s/OPS-SI/EYv1k07JkDBMog4ejID27tIBJc-p1oW8ZO8kvSGTjt9WYQ?e=lPh4yM) **Inconsistencies in implementation in the effective classroom practices** | | | | | |
| [Root Causes:](https://omahaps.sharepoint.com/:w:/s/OPS-SI/EV1MtSZhbFxFk-VvX9O2iFUBkfFDrrsy3vtqE8aG9bGFfg?e=xYWkTV) Consistency in high expectations, rigor, engagement, utilization SEL strategies, inconsistency in effective classroom practices | | | | | |
| Goal 4: By May 2026, behavior referrals will decrease by 5% from 947 to 900 using data from behavior dashboard with an increase in the use of effective classroom practices. | | | | | |
| [**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/:f:/s/OPS-SI/EqIOegjKYARLr2sRMpIw1dQB3A_vYoepUs90Q4ytact4mQ?e=9oq0zH)  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 |
| Multi-tiered systems of support for behavior | Apply and implement Look Fors, intentionally scheduled and immediate feedback, Intentional planning considering CSIP, building beliefs, vision & mission, staff efficacy, high expectations, 4:1, SPF, data collection and analysis, encouraging expected behavior, Cougar quarter celebrations, weekly behavior student MVP recognition  Tier 2: Check in Check out  Tier 3: Specific ongoing intervention using Restorative Conversations with counselor or social worker | 4:1, SPF, Data collection and analysis, encouraging expected behavior, decrease in behavior referrals using behavior dashboard, increase in classroom rigor and academic discourse, student recognition, Making Connections and re-building connections using restorative conversations, Tier 2: Check in Check out  Tier 3: Specific ongoing intervention using Restorative Conversations with counselor or social worker | School Wide | Behavior data analysis, Walkthrough Fidelity Checks, Tier 2 & 3 data  Common MTSS\_B Routines, Visuals and Language | Development in PD on discouraging inappropriate behaviors, encouraging expected behaviors, 4:1, behavior dashboard, BIG 5, review and goal setting using SAS & TFI data, Restorative Conversations |
| Grade Level | * Behavior data analysis * Classroom Expectations and Routines |
| Collaborative Team | Behavior data analysis |
| Social Emotional Learning | Implementation of consistent morning meetings, book study using Atlas of the Heart and Onward, 4:1, 2x10 (conversation starters), alignment in mission and vision, small group with counselor and social worker | Walkthrough Fidelity Checks, Behavior data analysis, implementation of morning meetings, small group intervention with social worker and counselor | School Wide | Behavior data analysis, Walkthrough Fidelity Checks | Belief system, core values, mission and vision, Central Park Non-Negotiables, focus on Social Emotional Learning and building positive relationships, staff efficacy, effective classroom strategies, morning meeting lessons, Book study using Atlas Of The Heart, Permission to Feel and Onward. |
| Grade Level | Behavior data analysis |
| Collaborative Team | Behavior data analysis, small group support |

\*Updates to occur after February data meeting