Gifford Park Elementary School 2023-2024 School Improvement Plan

OMAHA+ Public Schools

ELA Goal: By 2025, we will increase the percentage of students meeting or exceeding grade level norms on Reading MAP from 43% to 45%				
Strategy: 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** What evidence will we use to monitor student progress?	**Professional Development:** What will you teach to support effective strategy implementation?
*Backwards planning for whole group instruction while utilizing data to drive small group instruction *Engagement strategies to increase opportunities for students to respond and share thinking (checking for understanding) *Learning Framework	*Create and conduct grade level meetings provide PD that supports backwards planning and formative assessments. *Professional development and ongoing coaching support to learn and use backwards planning/module assessment planning. *Scaffold and support delivery of Tier 1 instruction. *Instructional coaching utilizing look-for document-gathering data to use for monitoring *Book study: EL Excellence Every Day-using this resource to plan ongoing PD	*Grade level meeting/Staff meeting agendas and PD documents *Staff completes backwards planning using the template as a grade level, upload into the TEAMS folder, then ongoing monitoring at GLM *Coaching notes and feedback from leadership team, which will drive next steps for professional development *Consistent staff implementation and review lesson planning, backwards planning with formative and summative assessments that align with guaranteed and viable curriculum. *Using data to lead small group interventions.	*MAP ELA data *NSCAS Growth Report *Data collection from look-for document *Use of formative assessments that align with intervention groups *Common Summative Assessment outcomes that align with guaranteed and viable curriculum guides *Amira/Lexia Core5 Data	*PD surrounding backwards planning *Scaffolds that are present and observable in classroom instruction and reviewed through student work *Evidence of scaffolds for grade level standards in student work.
Math Goal: By 2025, we will increase the percentage of students meeting or exceeding grade level norms on Math MAP from 42% to 44%				
Strategy: 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** What evidence will we use to monitor student progress?	**Professional Development:** What will you teach to support effective strategy implementation?

*Backwards planning for whole group instruction while utilizing data to drive small group instruction *Engagement strategies to increase opportunities for students to respond and share thinking (checking for understanding) *Academic mathematic vocabulary *Consistent implementation of math instructional block model	*Create and conduct grade level meetings that focus that supports backwards planning and formative assessments. *Conduct professional development and ongoing coaching support to learn and use backwards planning/module assessment planning. *Scaffold and support delivery of Tier 1 instruction. *Schedule and lead instructional coaching utilizing look-for document-gathering data to use for monitoring "Lead ongoing pacing guide checks for alignment during GLM.	*Grade level/staff meeting agendas and PD documents *Staff completes backwards planning using the template as a grade level, upload into the TEAMS folder, then ongoing monitoring at GLM *Coaching notes and feedback from leadership team that will be used to revise or determine next PD steps. *Consistent staff implementation and review lesson planning, backwards planning with formative and summative assessments that align with guaranteed and viable curriculum. *Using data to lead small group interventions.	*Success Maker Data (aligns with intervention groups) *Use of formative assessments that align with intervention groups *Common summative assessment outcomes that align with guaranteed and viable curriculum guides *Spring MAP math outcomes	*PD surrounding backwards planning *Scaffolds that support math instruction and content delivery. *Grade level standards displayed in student work.

Climate Goal: Students at this school show respect for one another. Students at this school treat one another with respect from 3.52 to 3.62

Strategy: 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 What evidence will we use to monitor student progress?	Professional Development: What will you teach to support effective strategy implementation?

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| *Daily morning meeting planning that embed social skills | Common area expectations taught, modeled, and reinforced consistently by all staff through Best Bucks and student recognition

Social skills in small groups, through morning meetings, and other individualized plans for identified students.

Consistent modeling of showing respect for one another and for student interactions.

Direct instruction on what it means to show respect (life skills) then recognizing those who show respect for classmates and adults.

Follow the behavior matrix and identify strategies and supports for Tier 1 behaviors and Tier 2 behaviors.

Providing interventions and support strategies through the SAT process. | * Consistent modeling of interactions showing respect for one another and for student interactions from all staff and building leadership.

*Data showing # of students participating in monthly celebrations/recognition ceremonies

*Effort marks in Life Skills on report card

*Data from behavior referrals (Behavior Dashboard) | *Decrease in Tier 1, 2 and 3 behaviors
*Life skill marks on report card
*Tracking number of Best Bucks handed out focusing on respect
*Increase in number of students participating in recognition ceremonies monthly. | |

Attendance Goal: By 2025, we will Increase the percentage of non-chronic absent students by 5% from 36.1% to 38%

| **Strategy:**
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**
What evidence will we use to monitor student progress? | **Professional Development:**
What will you teach to support effective strategy implementation? |

*Identify students with chronic attendance *Promote Strive for 95 through weekly family newsletters, social media and through attendance recognition each month *Recognize students with perfect attendance/growth	*Hold Weekly Attendance Meetings *Utilize Attendance Dashboard to identify students who are moving from non-chronic to at risk and to identify support needed. *Continue monthly attendance recognition *Communicate attendance impact with families through weekly notes and social media	*Agendas from Weekly Attendance meetings *Monthly Attendance Schedules - prizes/student recognition *Attendance communication in weekly newsletter *Home visits for identified students	*Attendance Dashboard Outcomes	*

Behavior Goal: By 2025, we will decrease the number of behavioral referrals by 5%

Strategy: 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 What evidence will we use to monitor student progress?	Professional Development: What will you teach to support effective strategy implementation?
*Identify students with behavioral/SEL needs *MTSS-B Tier 1 Supports *MTSS-B Tier 2 Supports (check in/out for identified students)	*Hold Monthly MTSS-B tier 1&2 meetings *Present MTSS-B tier 1&2 school-wide supports *Utilize PAC and establish a reteaching component *Provide staff development on Tier 1 behaviors and strategies and Tier 2 and 3 behaviors and referral process. *Train staff on the use of Forms to identify SEL needs referred and/or Tier behavioral referrals	*Agendas from monthly meetings *Agendas/Dates from MTSS-B PD provided to staff *MTSS-B Fidelity Checks *Consistent use of Best Bucks *Leadership modeling precorrects for staff and staff providing precorrects for students *FORMS data usage *Staff implementation of PD supports *Data Dashboard monitoring	*Behavior Dashboard (Behavior referrals) *Quarterly recognition for students with zero referrals *Student of the Month recognition for demonstrate Being your BEST skills *Data showing students are out of class for less minutes for a referral	*Ruler Program *MTSS-B PD for both tier 1&2 supports

	*Focus on a push in model for behavioral support and reteaching vs. pull out. *Ongoing PD on precorrects /preventing what you can predict *Ongoing PD on recognizing those who are following building wide expectations *Classroom teachers take their students out for recess and supervise vs. other staff (specialists, leadership team, paras) for consistency of expectations.		