

**Gomez Heritage**  
**School Improvement Plan (2024 - 2025)**  
*(Priority Goals & PD Calendar)*

**PROBLEM OF PRACTICE**

During the 2023-2024 school year, student growth in Reading, as measured by the MAP Growth Summary, showed a slight decrease in the percentage of students scoring at or above the grade level norm (50th percentile) from 24.6% in Fall 2023 to 24.5% in Spring 2024.

We have been working collaboratively on enhancing lesson planning, lesson delivery, and incorporating backwards planning. Professional development has focused on these areas, including utilizing available curriculum resources and aligning instructional practices with backwards planning.

Through our ongoing collaboration and analysis of student work, we've identified opportunities for further support in fully integrating backwards planning into our instructional practices. We recognize that consistency in implementation varies and that there may be a need to better align our curriculum learning goals with the Nebraska State Standards to maximize student growth in reading.

**Next Steps:** We will continue to support professional learning on backwards planning, with an added focus on ensuring alignment between our curriculum learning goals and the Nebraska State Standards. Our goal is to work collaboratively to refine our instructional strategies, helping all students achieve their full potential in reading.

**PROBLEM STATEMENT**

- A significant percentage of our students are performing at or below the 50th percentile on MAP-Reading. This indicates a need for targeted interventions to improve reading skills and ensure that our students reach and exceed grade-level proficiency.

**GOAL STATEMENT**

*What specifically are we trying to accomplish? What will be improved, by how much, and when? What is the target group?*

**READING**

- By Spring 2025, 35.1% of K-5 students will perform at or above the 50<sup>th</sup> percentile on the MAP Growth assessment in Reading.

**Three Year Goal: 35.1%**

**ROOT CAUSE – What is the underlying reason for a problem?**

*(Identifying the RC enables targeted solutions, leading to positive and lasting improvements.)*

**(Don't preemptively jump to solving a problem without knowing the RC)**

Varying levels of staff buy-in in the following areas:

- Unfamiliar with the rigor of grade level content standards *(grade level and vertically)*
- Challenge identifying meaningful scaffolds during the planning process *(0.58 Effect Size)*
- Inconsistent utilization of checks for understanding, at the lesson level, to inform next steps *(Deliberate Practice--0.79 Effect Size)*

**STRATEGIES - Highest leverage strategies (limit to 3-4).**

- K-2 – Literacy: Structured Literacy
- 3-5 – Literacy: Complex Text *(All Content Areas)*
- Teaching students to utilize text evidence to support their answers across content areas (ex: Text Tagging)
- Incorporating writing across content areas
- EL Instructional Strategies --Determine a high leverage strategy to utilize during instruction *(Resource: EL Excellence Every Day)*

- *Scaffolds (0.58 Effect Size)*
- *Engagement Strategies*
- *Building Prior Knowledge*

### **ACTIONS - To do list of what we need to do to implement our strategies.**

- Establish a routine, during grade level meetings, to...
    - review Structured Literacy (K-2)
    - review Complex Texts (3-5) ---- **Start with reading the text prior to GLMs. Read the text using the Text Complexity Rubric. Determine what makes the text complex? Review/understand the questions, sequence questions, determine the task. Look at LEADING EDUCATORS. Backwards plan the PDs.**
    - analyze grade level content standards (grade level and vertically)
    - identify scaffolds to incorporate into instruction
    - review checks for understanding, at the lesson level, and how they can inform next steps
    - analyze student work samples across content areas
      - Review how students are utilizing text evidence across content areas (Text Tagging)?
      - Use to inform next steps
- +++++
- Previous SIP**
- Purposeful Lesson Planning & Lesson Delivery (utilize Curriculum Guides)
    - Review and utilize OPS curriculum and resources
    - Determine alignment of high-quality tasks
    - Structured Literacy (small group instruction, etc.)
    - OPS Learning Framework
  - Data informed decisions to inform instruction (whole group, small group, individual student)
    - Analyze student reading samples/data
    - Student Portfolio
    - Formative and Summative Assessments, NSCAS, MAP, ELPA
    - Digital resources usage (Amira, iRead, and Lexia)

### **PROFESSIONAL DEVELOPMENT PLAN – What will we teach to support effective strategy implementation?**

- Structured Literacy / Complex Texts
- EL Instructional Strategies (Scaffolds, Text Tagging, Engagement Strategies, Building Prior Knowledge, etc.)
- Backwards Planning
  - Analyzing grade level content standards and alignment with curriculum (grade level and vertically, high-quality tasks)
  - Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps
  - Analyzing common assignments/assessments (task analysis) - Calibrate what students need to know and be able to do
- LIAF (Paraprofessionals) – TBD

### **PROGRESS MONITORING/OUTCOMES – What evidence will we use to monitor student progress?**

- Analyze student work samples
  - How are students utilizing text evidence (text tagging) across content areas?
- Formative & Summative Data
- Questions to utilize when analyzing data/assessing progress to inform next steps
  - *What is creating this data?*
  - *What am I doing?*

<ul style="list-style-type: none"> <li>▪ <i>What can I do differently? How can I/we adjust/change?</i></li> <li>▪ <i>What can I do differently to avoid...?</i></li> <li>○ Coaching data (student engagement, time on task)</li> <li>○ ELEOT Data</li> </ul>
<b>SUCCESS CRITERIA (Evidence) – This will signal we are progressing toward our goal.</b>
<ul style="list-style-type: none"> <li>○ Student work samples – Evidence of progress           <ul style="list-style-type: none"> <li>▪ There is evidence that students are consistently utilizing text evidence (Text Tagging) to support their thinking/answers.</li> <li>▪ There is evidence of students utilizing scaffolds to complete assignments/tasks.</li> <li>▪ Evidence of progress is demonstrated in student writing samples.</li> </ul> </li> <li>○ Positive Trend Data           <ul style="list-style-type: none"> <li>• Fluency &amp; Comprehension               <ul style="list-style-type: none"> <li>▪ All students demonstrate improved fluency with accuracy and expression</li> <li>▪ 70% or more of students display increased reading comprehension skills</li> </ul> </li> <li>• Common Assessment Data (Formative &amp; Summative)</li> <li>• MAP, ELPA, NSCAS</li> </ul> </li> </ul>

Grade Level Meeting Times			
<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> grade: 9:10-10:00</li> <li>• 1<sup>st</sup> grade: 10:05-10:55</li> <li>• 5<sup>th</sup> grade: 11:05-11:55</li> <li>• 4<sup>th</sup> grade: 1:15-2:05</li> <li>• Kindergarten: 2:05-2:55</li> <li>• 3<sup>rd</sup> grade: 3:00-3:50</li> </ul>			
Digital Learning Leader			
○ Murray			
PROFESSIONAL DEVELOPMENT CALENDAR			
Date:	Meeting / Professional Development Topic	Notes / Progress Monitoring	
<b>August</b>	<ul style="list-style-type: none"> <li>• Review Staff Handbook</li> <li>• Grading Practices</li> <li>• Structured Literacy</li> <li>• Complex Texts</li> <li>• Lesson Plans</li> <li>• Time Allotments</li> <li>• Committees</li> </ul>	<b>Master Agreement:</b> <i>Teachers receive at least 17.5 hours of prep time prior to the first student day. 7 hours must occur before the 1<sup>st</sup> event (Safe Walk)</i>  <i>10.5 hours of building based professional learning or meetings.</i>	<ul style="list-style-type: none"> <li>• Data Book</li> <li>• Attendance &amp; Behavior Dashboards</li> </ul>

Aug. 1-2, 5-6

### New Teacher Days

Thursday, August 1

**8:00- 11:00** - Buena Vista High School

- District Welcome / Device Distribution / Instructional Technology Use and Tech Support

**11:00-11:30** - New Teachers Travel to GH

**11:30-3:30** - New Teachers at GH

- Lunch with school leadership (11:30-12:30)
- **11:30-12:30 – Lunch**
- **12:30-12:45 – School Tour**
- **12:45 – 2:30 – Building Time**
  - ASM Video -- Student & Community Services (Required -- 15 min.)
  - GH New Staff Information Document / Phone Directory / Staff Handbook (15 min.)
  - Lesson Plans – Review Expectations / Submit online (5 min.)
  - Class Meeting (Doc. in Teams) – Important to build class culture (5 min.)
  - SharePoint -- Curriculum Guides & Resources (15 min.)
  - Learning Goals & Language Goals (10 min.)
  - Class Schedule / Paraprofessional Schedule/Support (10 min.)
    - Utilizing Paraprofessional Support (schedule, ideas, flexible, etc.)
  - Teams (10 min.)
    - Guest Teacher Folder, Class Split List, etc.
  - MTSS-B – Tier 1 & 2 / GJN / Flowchart (15 min.)
- **2:30-3:30** - Work in Rooms - Plan & Prep (Keys, Supplies List)
  - Introduction/Collaboration with mentor and/or mentor facilitator
  - Review Resources -- HMH / enVision Math / Etc.
- **Other Topics:**
  - GRADING *(Not reviewed at new teacher meetings)*

**Friday, August 2**

**8:00-3:30** - Locations vary by grade level and/or content area. Locations will be provided in July.

Part 1: "Creating Rigorous, Engaging, and Supportive Experiences for Students, Part One" - Sessions facilitated by CIS & SCS

**Monday, August 5**

**8:00-3:30** - Locations vary by grade level and/or content area.

Part 2: "Creating Rigorous, Engaging, and Supportive Experiences for Students"

**Tuesday, August 6**

**8:00-11:00** - New Teachers at GH

- **All new staff work at GH**

	<p><b>11:00-12:30</b> - Lunch (on their own)</p> <p><b>12:30 - 3:30</b> - Scott Conference Center</p> <ul style="list-style-type: none"> <li>○ Superintendent's Remarks / Diversity, Equity, and Inclusion / New Staff Resource Fair</li> </ul>
Aug. 7	<p style="text-align: center;"><b>FIRST DAY FOR TEACHERS</b></p> <ul style="list-style-type: none"> <li>○ Building-Based Professional Learning (3 hours)</li> <li>○ Teacher Plan &amp; Prep (4 hours)</li> </ul> <p><b>9:00-10:00</b> – Breakfast (Cater from Sam's) &amp; Plan &amp; Prep</p> <p><b>10:00-11:30</b> – Opening Meeting</p> <ul style="list-style-type: none"> <li>○ Opening Meeting Presentation</li> <li>○ Staff Handbook Review</li> <li>○ Priority Video(s)</li> <li>○ Committees – Review / Sign Up (Staff can start a committee)</li> </ul> <p><b>11:30-12:00</b> – Team Building Activity</p> <ul style="list-style-type: none"> <li>○ Rock, Paper, Scissors</li> </ul> <p><b>12:00-1:00</b> – Lunch</p> <p><b>1:00-4:00</b> – Plan &amp; Prep</p> <ul style="list-style-type: none"> <li>○ Distribute: <ul style="list-style-type: none"> <li>○ Curriculum, Supplies</li> <li>○ iPads, Agendas, Tuesday Folders, Backpack Tags, Logitech Pens, etc.</li> </ul> </li> </ul>
Aug. 8	<ul style="list-style-type: none"> <li>○ All Staff Kick-Off - 8:00-10:00 (Baxter Arena)</li> <li>○ Travel – 30 min.</li> <li>○ Teacher Plan &amp; Prep (3.5 hours)</li> <li>○ Curriculum Day (1 hour)</li> </ul> <p><b>8:00-10:00</b> – District Kick Off at Baxter Arena</p> <p><b>10:00-10:30</b> – Travel Time to GH</p> <p><b>10:30-12:30</b> – Teacher Plan &amp; Prep</p> <p><b>12:30-1:00</b> – Lunch</p> <p><b>1:00-2:00</b> – Virtual Curriculum Day at GH – Grade Level Leader's Classroom</p> <p><b>2:00-3:30</b> – Teacher Plan &amp; Prep</p>

Aug. 9	<ul style="list-style-type: none"> <li>○ Curriculum Day (3 hours)</li> <li>○ <a href="#">Teacher Plan &amp; Prep</a> (3.5 hours)</li> </ul> <p><b>8:00-11:00</b> – Teacher Plan &amp; Prep (at GH)</p> <p><b>11:00-12:30</b> – Lunch/Travel</p> <p><b>12:30 - 3:30 - Curriculum Day</b> (Literacy Focus)</p>
Aug. 12	<ul style="list-style-type: none"> <li>○ <a href="#">Teacher Plan &amp; Prep</a> (3.5 hours)</li> <li>○ <a href="#">GH Professional Learning</a> (3.5 hours)</li> <li>○ <a href="#">Paraprofessionals Start Today</a></li> </ul> <p><b>Welcome Back Paraprofessionals &amp; Support Staff!</b></p> <p><b>9:00ish (Library) - Breakfast Burritos for Paraprofessionals &amp; Support Staff</b></p> <p><b>9:30-10:00 (Library)</b> - MTSS-B (Tier 1 &amp; Tier 2) / School Safety / Procedures &amp; Routines</p> <p><b>10:00-11:00</b> – Health &amp; Safety Information (Laney) (<a href="#">Kindergarten Attends</a>)</p> <p><b>11:00-12:00</b> - Priority Training Videos (Mandatory) – Use this time to work on completing the <b>Priority Training Videos</b> (in Canvas)  <b>- <u>Completing the trainings by September 30th is MANDATORY for ALL STAFF MEMBERS.</u></b>  <i>Time to complete</i> <ul style="list-style-type: none"> <li>○ <i>Mandatory Reporting &amp; Adult Sexual Misconduct / Standard Response Protocol / ext.</i></li> <li>○ <i>Health Services - Seizure Safe Schools (Laney - 60 min.)</i></li> </ul> </p> <p><b>12:00-12:30</b> – Lunch</p> <p><b>12:30-4:00</b> – Plan &amp; Prep</p> <p><b>Safe Walk - 5:30-7:00</b></p>
Aug. 13	<ul style="list-style-type: none"> <li>○ <a href="#">Teacher Plan &amp; Prep</a> (3.0 hours)</li> <li>○ <a href="#">GH Professional Learning</a> (4 hours)</li> </ul> <p><b>8:00-12:00</b> – Plan &amp; Prep</p> <ul style="list-style-type: none"> <li>○ <b>PK:</b> Conducting Parent Meetings</li> <li>○ <b>K:</b> Plan &amp; Prep</li> <li>○ <b>1<sup>st</sup>-5<sup>th</sup> grade:</b> <ul style="list-style-type: none"> <li>• <b><u>Special Instruction teachers</u></b> will schedule a time to meet with each grade level team to review IEP at a Glance documents, review specific accommodations and what they look like in the classroom, who will set up the accommodations, and anything else you feel is important for teachers to know before the first day of school.</li> <li>• <b><u>EL teachers</u></b> will schedule a time to meet with each grade level team to review specific language supports in the classroom (RWLS), review Talking Points, distribute and review the EL binders, and anything else you feel is important for teachers to know before the first day of school.</li> </ul> </li> </ul> <p><i>Special Instruction &amp; EL teachers will meet with the Kindergarten team at a different time (GLM, etc.)</i></p> <p><b>10:00 – Paraprofessional Meeting</b> (Kindergarten on a different day)</p>

	<ul style="list-style-type: none"> <li>○ <i>Introductions</i></li> <li>○ <i>Review Staff Handbook</i></li> <li>○ <i>Paraprofessional Utilization / Expectations ("Grade Level Paraprofessionals")</i></li> <li>○ <i>Schedules (post in Teams)</i></li> <li>○ <i>Supervision Locations &amp; Expectations</i> <ul style="list-style-type: none"> <li>• <i>Non-Negotiables – Supporting Students</i></li> <li>• <i>Priority Videos</i></li> </ul> </li> </ul> <p><b>12:00-1:00</b> – Lunch  <b>1:00-1:30</b> – Plan &amp; Prep  <b>1:30-3:30</b> – GH Professional Learning (<b>No Kindergarten</b>)</p> <ul style="list-style-type: none"> <li>○ Understanding IEP Roles &amp; Responsibilities (45 min.)</li> <li>○ Common Grading Practices (30 min.)</li> <li>○ Grade Level Team Planning / Review Pacing &amp; Curriculum Guides</li> </ul>
August 14	<ul style="list-style-type: none"> <li>○ <b>Kindergarten – 1<sup>st</sup> day</b></li> <li>○ <b>GH Professional Learning</b> – (PK, 1<sup>st</sup>-5<sup>th</sup> grade) <ul style="list-style-type: none"> <li>○ Kindergarten Parent Meeting (9:15) – Support Staff Attend / Assist parents/guardians sign up for the IC Parent Portal</li> <li>○ Grade Level Team Planning / Review Pacing &amp; Curriculum Guides</li> <li>○ Lunch Support – 11:00-TBD (Bowen, Morales, Contreras, Renninger, Popham)</li> </ul> </li> </ul>
Aug. 15	<ul style="list-style-type: none"> <li>○ <b>1<sup>st</sup>-5<sup>th</sup> grade – 1<sup>st</sup> day</b></li> </ul>
Aug. 20 1:00	ADR Meeting (Principals Attend)
Aug. 21	<b>First Day of School for ECSE?</b> <b>First Day of School for PK</b>
Aug. 19-30	<b>Amira Fall Benchmark</b> <b>Grades: 1-3</b> <ul style="list-style-type: none"> <li>• <b>Every student is required to take the assessment.</b></li> <li>• <u>Directions on assigning the benchmark through the Tracking Report are linked <a href="#">here</a></u> and testing Practices and Procedures need to be followed.</li> <li>• <b>Recommendation:</b> Test your students early and do not have an entire class test at the same time to allow for the most accurate results. <u>You can check student completion through the Tracking Report.</u></li> </ul>
Aug. 22	<b>Grade Level Meetings (K-5)</b> <ul style="list-style-type: none"> <li>• From Opening Meetings: Kindergarten -- MTSS-B (Tier 1 &amp; Tier 2) / School Safety / Procedures &amp; Routines</li> <li>• GH - Problem of Practice</li> </ul> <p>Kindergarten:</p> <p>-- <b><u>Empowering Inclusion: Understanding IEP Roles &amp; Responsibilities (45 min.)</u></b> -- <i>Covers the legal obligations, collaborative planning, implementation, and monitoring progress for students with disabilities.</i></p> <p>-- <b><u>Elementary Common Grading Practices (30 min.)</u></b> -- <i>A link will be provided to enroll in and complete this asynchronous course in Canvas) -- Understand and implement effective grading practices that promote student learning and growth. Common grading practices,</i></p>

	proficiency scales, grading student work, and how to communicate grades with students and families. Hou will have the knowledge and tools to enhance your grading practices, promote a positive learning environment, and support student success.		
Aug. 26 4:30-5:30	<b>Staff Meeting</b> Priority Trainings		
Aug. 26 – Sept. 27	Fall <b>MAP Growth</b> – Reading & Math – K-5 <b>Science</b> – 3-6		
Aug. 28 7:45	MTSS-B Tier 2 Meeting		
August 29 5:00-6:30	OPS New Teacher Meeting		
Date:	Meeting / Professional Development Topic	Notes / Agenda Items from LAST YEAR / Progress Monitoring	
<b>September</b>	<ul style="list-style-type: none"> <li>• <b>Data Review &amp; Next Steps</b> <ul style="list-style-type: none"> <li>○ EL Data</li> <li>○ Trend Data</li> </ul> </li> <li>• <b>MTSS-B</b> (Tier 1 / Tier 2) <ul style="list-style-type: none"> <li>○ Building wide Procedures and Routines</li> <li>○ Eight Effective Classroom Practices</li> </ul> </li> <li>• <b>HMH Into Reading</b></li> <li>• <b>EnVision Math</b></li> <li>• <b>Counselors</b> – Review the vocabulary and tools used</li> <li>• <b>Student Goal Setting</b> <ul style="list-style-type: none"> <li>○ Academic and Social Goals (provide examples)</li> <li>○ Areas of Focus</li> <li>○ Student Action Items</li> <li>○ Growth Mindset – Power of “Yet”</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <b>Data Book</b></li> <li>• <b>Attendance/Behavior Dashboard</b></li> </ul>
Sept. 2	<b>No School – Labor Day</b>		
Sept. 3	<b>First Day for Initial SATS</b>		
Sept. 3-24	<b>Amira Fall Benchmark</b> <b>Grade: K</b> <ul style="list-style-type: none"> <li>• <b>Every student in K is required to take the assessment.</b></li> <li>• <u>Directions on assigning the benchmark through the Tracking Report are linked here</u> and testing Practices and Procedures need to be followed.</li> </ul> <b>Recommendation:</b> Test your students early and do not have an entire class test at the same time to allow for the most accurate results. You can check student completion through the Tracking Report.		
Sept. 4 4:30	MTSS-B Tier 1 Meeting		
Sept. 4 9:30-3:00	<b>Principal Coffee</b> <ul style="list-style-type: none"> <li>○ <b>Sign Up for Infinite Campus Parent Portal</b></li> <li>○ <b>Zum App &amp; Information</b></li> <li>○ Learning Community of South Omaha</li> <li>○ Volunteering</li> </ul>		



	○ Expectations, Procedures and Routines																																																							
Sept. 5-TBD 9:30-10:30 or 5:45-7:00	DL Parent Onboarding Presentation																																																							
Sept 5	<div>Grade Level Meetings (K-5)</div> <div><ul style="list-style-type: none"><li>• Testing Practices &amp; Procedures</li><li>• K-5<ul style="list-style-type: none"><li>○ Preparing to take Module 1 Assessment (K-2 Comprehension &amp; Structured Literacy)</li><li>○ Writing</li><li>○ Math – MSDA Data, preparing to take Topic 1 Assessment</li><li>○ EL Data Dig</li></ul></li><li>• Amira Data</li><li>• Grading Review</li><li>• ILT Review</li></ul></div> <div>PLAN-DO-CHECK-ACT</div> <table><tr><th colspan="5">Grade Level(s)</th></tr><tr><td rowspan="2">PLAN</td><td colspan="4">K-2 – Structured Literacy</td></tr><tr><td colspan="4">3-5 – Complex Text – Text Complexity Rubric</td></tr><tr><td></td><td colspan="4"><ul style="list-style-type: none"><li>○ Establish a routine, during grade level meetings, to...<ul style="list-style-type: none"><li>• review Structured Literacy (K-2)</li><li>• review Complex Texts (3-5) ---- Start with reading the text prior to GLMs. Read the text using the Text Complexity Rubric. Determine what makes the text complex? Review/understand the questions, sequence questions, determine the task. Look at LEADING EDUCATORS. Backwards plan the PDs.</li><li>• analyze grade level content standards (grade level and vertically)</li><li>• identify scaffolds to incorporate into instruction</li><li>• review checks for understanding, at the lesson level, and how they can inform next steps</li><li>• analyze student work samples across content areas<ul style="list-style-type: none"><li>▪ Review how students are utilizing text evidence across content areas (Text Tagging)?</li><li>▪ Use to inform next steps</li></ul></li></ul></li></ul></td></tr><tr><td rowspan="8">DO</td><td colspan="4">Module 2</td></tr><tr><td>K</td><td>Comp. 9/16 – 10/24</td><td>SL 9/17 – 10/18</td><td>Writing 9/16 – 10/16</td></tr><tr><td>1</td><td>Comp. 9/10 – 10/1</td><td>SL 9/11 – 10/7</td><td>Writing 9/10 – 10/1</td></tr><tr><td>2</td><td>Comp. 9/10 – 10/2</td><td>SL 9/11 - 10 /4</td><td>Writing 9/10 – 10/2</td></tr><tr><td>3</td><td colspan="3">Comp. and Writing 9/13 – 10/11</td></tr><tr><td>4</td><td colspan="3">Comp. and Writing 9/13 – 10/11</td></tr><tr><td>5</td><td colspan="3">Comp. and Writing 9/11 – 10/3</td></tr><tr><td></td><td colspan="3"></td></tr></table>				Grade Level(s)					PLAN	K-2 – Structured Literacy				3-5 – Complex Text – Text Complexity Rubric					<ul style="list-style-type: none"><li>○ Establish a routine, during grade level meetings, to...<ul style="list-style-type: none"><li>• review Structured Literacy (K-2)</li><li>• review Complex Texts (3-5) ---- Start with reading the text prior to GLMs. Read the text using the Text Complexity Rubric. Determine what makes the text complex? Review/understand the questions, sequence questions, determine the task. Look at LEADING EDUCATORS. Backwards plan the PDs.</li><li>• analyze grade level content standards (grade level and vertically)</li><li>• identify scaffolds to incorporate into instruction</li><li>• review checks for understanding, at the lesson level, and how they can inform next steps</li><li>• analyze student work samples across content areas<ul style="list-style-type: none"><li>▪ Review how students are utilizing text evidence across content areas (Text Tagging)?</li><li>▪ Use to inform next steps</li></ul></li></ul></li></ul>				DO	Module 2				K	Comp. 9/16 – 10/24	SL 9/17 – 10/18	Writing 9/16 – 10/16	1	Comp. 9/10 – 10/1	SL 9/11 – 10/7	Writing 9/10 – 10/1	2	Comp. 9/10 – 10/2	SL 9/11 - 10 /4	Writing 9/10 – 10/2	3	Comp. and Writing 9/13 – 10/11			4	Comp. and Writing 9/13 – 10/11			5	Comp. and Writing 9/11 – 10/3						
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	CHECK	
	ACT	
	<ul style="list-style-type: none"><li>• GH Data Review (MAP, NSCAS)</li><li>• OPS Grading</li><li>• GH Data Sheet</li><li>• Student Portfolio</li><li>• Reading Improvement Act (K-3)</li><li>• MAP Testing Information (K-5)</li><li>• SAT Information</li><li>• Pacing Check</li></ul> <p>-- Include regular review of ELPA21 Proficiency Level Descriptors (PLDs) and progress monitoring data for ELs.</p> <p>-- Classroom teachers &amp; EL teachers should collaborate for lesson preparation to address the language needs of ELs.</p>	
Week of Sept. 9	<b>GH Progress Report (1-5)</b> <ul style="list-style-type: none"><li>• <b>Achievement</b> - 1st-2nd: <u>BLB</u> or <u>BEG</u> in any subject / 3rd-5th: <u>D</u> or <u>F</u> in any subject</li><li>• <b>Work Habits/Effort</b> - K-5th: Effort: <u>N</u> or <u>U</u> in any subject</li><li>• <b>When</b>: Contact should occur during the week of Sept. 7-14</li><li>• <b>Types of Contact</b>: In Person Conversation, Phone Call or GH Progress Report (signed by a parent/guardian)</li><li>• <b>GH Progress Report</b>: Here is a link to a GH Progress Report that you can use for any student who meets the grade or work habits requirements for a parent/guardian contact.<ul style="list-style-type: none"><li>○ Page 1 = Traditional</li><li>○ Page 2 = Dual Language</li><li>○ &gt;&gt;LINK TO GH PROGRESS REPORT&lt;&lt;</li></ul></li><li>• <b>Using the GH Progress Report is not a requirement.</b></li><li>• <b>Documentation</b>: All contacts should be entered in the Parent Contact Log in IC.</li></ul>	
Sept. 10 9:30	<b>Paraprofessional Meeting</b> <ul style="list-style-type: none"><li>• Procedures &amp; Routines</li><li>• MTSS-B</li><li>• Specialists support</li></ul>	
Sept. 11 7:45	MTSS-B Tier 2 Meeting	
Sept. 12	EILN/AP Meeting	
Sept. 12 4:30	<b>GH Appraisal Meeting</b> Non-Tenured & Tenured Teachers	
<b>September 13<sup>th</sup> = First 30 days of school</b> <b>Priority OPS Trainings</b>		
Sept. 17 1:00	ADR Meeting – Teams	
Sept. 18	MTSS-B Coaches Meeting	

8:00																																																								
Sept. 19	<p><b>Grade Level Meetings (K-5)</b></p> <ul style="list-style-type: none"> <li>○ Positive Postcard Home</li> <li>○ Health &amp; Safety Information (Laney)</li> <li>○ Multi-lingual Lead Teacher</li> <li>○ Improvement Day (Sept. 24<sup>th</sup>)</li> <li>○ Structured Literacy (Blending)</li> <li>○ Reminder: Testing Practices &amp; Procedures</li> <li>○ Conferences</li> </ul> <p><b>PLAN-DO-CHECK-ACT</b></p> <table border="1"> <tr> <td>K</td> <td>Comp. 9/16 – 10/24</td> <td>SL 9/17 – 10/18</td> <td>Writing 9/16 – 10/16</td> </tr> <tr> <td>1</td> <td>Comp. 9/10 – 10/1</td> <td>SL 9/11 – 10/7</td> <td>Writing 9/10 – 10/1</td> </tr> <tr> <td>2</td> <td>Comp. 9/10 – 10/2</td> <td>SL 9/11 - 10 /4</td> <td>Writing 9/10 – 10/2</td> </tr> <tr> <td>3</td> <td colspan="3">Comp. and Writing 9/13 – 10/11</td> </tr> <tr> <td>4</td> <td colspan="3">Comp. and Writing 9/13 – 10/11</td> </tr> <tr> <td>5</td> <td colspan="3">Comp. and Writing 9/11 – 10/3</td> </tr> </table> <table border="1"> <thead> <tr> <th colspan="2">PLAN</th> </tr> </thead> <tbody> <tr> <td><b>Data Analysis</b></td> <td></td> </tr> <tr> <td> <b>Backwards Planning</b> <ul style="list-style-type: none"> <li>○ Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps</li> <li>○ Analyzing common assignments/assessments (task analysis) - Calibrate what students need to know and be able to do</li> </ul> </td> <td></td> </tr> <tr> <td> <b>Unpack Standards &amp; Determine Alignment</b> <ul style="list-style-type: none"> <li>○ Analyzing grade level content standards and alignment with curriculum (grade level and vertically, high-quality tasks)</li> </ul> </td> <td></td> </tr> <tr> <td><b>Analyze Student Work</b></td> <td></td> </tr> <tr> <td><b>Analyzing Tasks: "Is this grade level work?"</b></td> <td></td> </tr> <tr> <td><b>Instructional Strategies</b> (<i>Scaffolds, Text Tagging, Engagement Strategies, Building Prior Knowledge, etc.</i>)</td> <td></td> </tr> <tr> <td><b>Structured Literacy</b></td> <td></td> </tr> <tr> <td><b>Complex Texts</b></td> <td></td> </tr> <tr> <td><b>Other:</b></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Do</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">CHECK</th> </tr> </thead> <tbody> <tr> <td> <b>Analyze student work samples</b> <ul style="list-style-type: none"> <li>○ How are students utilizing text evidence (text tagging) across content areas?</li> </ul> </td> <td></td> </tr> </tbody> </table>				K	Comp. 9/16 – 10/24	SL 9/17 – 10/18	Writing 9/16 – 10/16	1	Comp. 9/10 – 10/1	SL 9/11 – 10/7	Writing 9/10 – 10/1	2	Comp. 9/10 – 10/2	SL 9/11 - 10 /4	Writing 9/10 – 10/2	3	Comp. and Writing 9/13 – 10/11			4	Comp. and Writing 9/13 – 10/11			5	Comp. and Writing 9/11 – 10/3			PLAN		<b>Data Analysis</b>		<b>Backwards Planning</b> <ul style="list-style-type: none"> <li>○ Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps</li> <li>○ Analyzing common assignments/assessments (task analysis) - Calibrate what students need to know and be able to do</li> </ul>		<b>Unpack Standards &amp; Determine Alignment</b> <ul style="list-style-type: none"> <li>○ Analyzing grade level content standards and alignment with curriculum (grade level and vertically, high-quality tasks)</li> </ul>		<b>Analyze Student Work</b>		<b>Analyzing Tasks: "Is this grade level work?"</b>		<b>Instructional Strategies</b> ( <i>Scaffolds, Text Tagging, Engagement Strategies, Building Prior Knowledge, etc.</i> )		<b>Structured Literacy</b>		<b>Complex Texts</b>		<b>Other:</b>		Do				CHECK		<b>Analyze student work samples</b> <ul style="list-style-type: none"> <li>○ How are students utilizing text evidence (text tagging) across content areas?</li> </ul>	
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Sept. 19 5:00	OPS New Teacher Meetings	
Sept. 23 4:30-5:30	<div>Staff Meeting</div> <ul style="list-style-type: none"> <li>MTSS-B Tier 1 &amp; Tier 2 Overview (How MTSS-B looks at data)</li> <li>Behavior Conference Form</li> <li>Behavior Dashboard</li> <li>Big 5 Solution Planning</li> <li>First Aid &amp; Bleeding Control Kits for Classrooms – See Leadership Links (9/6) <ul style="list-style-type: none"> <li>Training - A training module briefly outlines the action steps for controlling life-threatening bleeding. Please allow 10 minutes at an upcoming staff meeting for the school nurse to present this material and answer questions. This training will be included as an annual district Mandatory Health and Safety Priority Training in subsequent years.</li> </ul> </li> </ul> <p>(Walk in back of line, K-1 RR line up, Lunch assigned seats)</p> <p>++++++</p> <ul style="list-style-type: none"> <li>Data informed student Identification (Step #1 - subgroups of students) – K-5 teachers (Noehren, EL teachers, Special Instruction teachers)</li> <li>High-Expectations PPT – Specialists (Parkert, Popham)</li> <li>MTSS-B (<a href="#">See Breakout Sessions Presentations</a>) <ul style="list-style-type: none"> <li>Procedures &amp; Routines</li> <li>Tier 1</li> <li>Tier 2</li> </ul> </li> </ul>	

	<p style="text-align: center;">+++++</p> <p>***Post grades that you have. You may not finish the module you're on.***</p>
Sept. 24	<p><b>Improvement Day – Two Hour Late Start for Students</b></p> <p>The purpose is for collaborative teams to engage in the planning and checking phases of the Plan, Do, Check, Act improvement cycle.</p> <ul style="list-style-type: none"> <li>• <i>Planning module and lesson designs</i></li> <li>• <i>Analyzing Tasks: Is this grade level work?</i></li> <li>• <i>Creating models of excellence</i></li> <li>• <i>Analyzing student work</i></li> <li>• <i>Making meaning of data</i></li> </ul> <p>This Canvas course provides logistical and design guidance: <a href="http://tiny.cc/ImprovementDays24-25">http://tiny.cc/ImprovementDays24-25</a></p>
Sept. 25 7:45	MTSS-B Tier 2 Meeting
Sept. 26 9:15	<p><b>Paraprofessional Meeting</b></p> <ul style="list-style-type: none"> <li>• Health &amp; Safety (Laney)</li> </ul>
<p style="text-align: center;"><b>Mandatory Health &amp; Safety Priority Trainings</b></p> <p><b>September 30<sup>th</sup> = First 45 days of school</b></p> <ul style="list-style-type: none"> <li>• Trainings will take place in asynchronously through the Canvas Catalog.</li> <li>• Building-level staff will be rostered and have access to Canvas Catalog on August 5<sup>th</sup>.</li> </ul> <p><u>The first two trainings will be prioritized.</u></p> <ul style="list-style-type: none"> <li>• <i>Mandatory Reporting &amp; Adult Sexual Misconduct Refresher (Training one)</i></li> <li>• <i>Standard Response Protocol (Training two)</i></li> </ul> <p><u>All staff members are required to complete the Mandatory Health &amp; Safety Priority Trainings listed below.</u></p> <ol style="list-style-type: none"> <li>1. <i>Mandatory Reporting &amp; Adult Sexual Misconduct Refresher (10 min.)</i></li> <li>2. <i>Standard Response Protocol (11 min.)</i></li> <li>3. <i>Suicide Awareness and Prevention (60 min.)</i></li> <li>4. <i>Bloodborne Pathogens (10 min.)</i></li> <li>5. <i>Seizure Safe Schools (60 min.)</i></li> <li>6. <i>Sudden Cardiac Arrest Recognition &amp; Response (10 min.)</i></li> </ol> <p>+++++</p> <p>Log in to your Canvas account using your OPS Login (include @ops.org) Example: <a href="mailto:eSmithP123@ops.org">eSmithP123@ops.org</a></p> <p>All school / program based certified and non-certified have been rostered. <a href="https://canvas.ops.org">https://canvas.ops.org</a></p> <p>Administrators have access to training videos. Administrator Training Video: Administrator Walk-Through Video (Web Link)</p> <p>If training is needed, contact: Tyler Schaben <a href="mailto:tyler.schaben@ops.org">tyler.schaben@ops.org</a></p> <p>For rostering support, contact: <a href="mailto:Helpdesk.ops.org">Helpdesk.ops.org</a></p>	

Date:	Meeting / Professional Development Topic	Notes / Agenda Items from LAST YEAR / Progress Monitoring																																																																	
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<p>-- What do the essential standards that were selected look like in the module assessment (questions). Important to plan intentional opportunities to practice. (What it looks and sounds like).</p> <p>-- Pick up where we left off last year -- BP</p> <p>-- Look at prerequisite skills of essential standards.</p> <p>-- The purpose for BP – essential standards</p> <p>-- Get good</p> <p><b>Next steps with Essential Standards Chart</b></p> <ul style="list-style-type: none"> <li>Review process used to complete the chart during Improvement Day</li> <li>Discuss why standards were selected, Challenges, Surprises</li> <li>Discuss instruction based on essential standards (scaffolds, etc.) <ul style="list-style-type: none"> <li>Evident in Lesson Plans</li> </ul> </li> <li>Next Steps: Essential Standards Chart – Module 3 (Kindergarten: Module 2) <ul style="list-style-type: none"> <li><b>Unpack Essential Standards</b> (if time allows – move to next GLM if needed)</li> </ul> </li> </ul>				
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Oct. 10 7:00 a.m.	Report Card Window Opens																												
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Oct. 17 9:30	Paraprofessional Meeting <ul style="list-style-type: none"><li>MTSS-B - Review Flow Chart</li><li>Classroom Goal: Supporting students -- Communicate with teacher on how they want you to support students</li><li>Reminder about grade level support -- When a Paraprofessional is absent: Check in with teacher / Offer support -- Includes PK and K</li></ul>																												
October 17 9:30	Parent Meeting <ul style="list-style-type: none"><li>Smart GEN Society</li><li>Title I Review</li><li>Campus Cleanup (Date TBD)</li><li>Latino Center of the Midlands</li></ul>																												
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- ✓ Kindergarten
  - **Analyze Module 2 Summative Data**
  - **Begin Backwards Planning - Module 3**

PLAN	
<b>Data Analysis</b>	
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<ul style="list-style-type: none"> <li>○ <b>Review the EL Companion Guide</b></li> </ul>	X
<b>Structured Literacy</b>	
<b>Complex Texts</b>	
<b>Other:</b>	

Do	

CHECK	
<b>Analyze student work samples</b>	
<ul style="list-style-type: none"> <li>○ How are students utilizing text evidence (text tagging) across content areas?</li> <li>○ <b>Bring student work samples from Module 3</b> <ul style="list-style-type: none"> <li>• <i>What proficient work looks like (essential standard)</i> <ul style="list-style-type: none"> <li>▪ <i>Analyze to inform next steps (Now what? What support is needed?)</i></li> <li>▪ <i><u>Determine</u>: Focus on the same or different standards, etc.?</i></li> </ul> </li> </ul> </li> </ul>	X
<b>Formative &amp; Summative Data</b>	
<b>Questions to utilize when analyzing data/assessing progress to inform next steps</b>	
<ul style="list-style-type: none"> <li>○ <i>What is creating this data?</i></li> <li>○ <i>What am I doing?</i></li> <li>○ <i>What can I do differently? How can I/we adjust/change?</i></li> <li>○ <i>What can I do differently to avoid...?</i></li> </ul>	X
<b>Coaching Data (student engagement, time on task)</b>	
<b>ELEOT Data</b>	
<b>Structured Literacy Data</b>	

	<ul style="list-style-type: none"> <li>◦ <a href="#">Learning Framework</a><a href="#">Links to an external site.</a> - Inform next steps</li> <li>◦ <a href="#">ADR Sharepoint</a><a href="#">Links to an external site.</a> - Resources for analyzing data</li> </ul> <p><b>Other:</b></p> <div> <div>Act</div> </div> <ul style="list-style-type: none"> <li>• <b>Backwards Planning</b> (Upcoming Module Assessment / Topic Assessment) <ul style="list-style-type: none"> <li>◦ <b>Teacher Reflection following Module 2 Assessment</b> <ul style="list-style-type: none"> <li>▪ Review HMH Assessment Report</li> </ul> </li> </ul> </li> <li>• Student Sub Groups – Data Dig</li> <li>• Purposeful Lesson Planning (with pacing checks) &amp; Lesson Delivery (data informed, utilize Curriculum Guides) <ul style="list-style-type: none"> <li>◦ Backwards planning (tasks/assignment &amp; assessments (formative and summative)</li> </ul> </li> <li>• EL Instructional Strategies / Scaffolds (<i>Resource: EL Excellence Every Day</i>)</li> <li>• Purposeful checks for understanding</li> <li>• OPS Learning Framework</li> <li>• Share information from ADR/EILN Mtg.</li> </ul>
October 21 4:30-5:30	<p><b>Staff Meeting</b></p> <ul style="list-style-type: none"> <li>• Close Reading (Part 1) - with Shari Johnson</li> </ul> <p style="text-align: center;">+++++</p> <ul style="list-style-type: none"> <li>• <i>Tier 2 update, review CICO</i></li> <li>• <i>Tier 2 (where to find information)</i> <i>Videos of Behavior Conference (primary, intermediate: if ready)</i></li> <li>• <i>Expectations with classroom/grade level Paras</i></li> <li>• <i>Collaboration/Prep for Conferences</i></li> </ul>
October 22	<p>MTSS-B Assemblies Season theme for each assembly</p> <ul style="list-style-type: none"> <li>◦ <i>K-2: 2:00</i></li> <li>◦ <i>3-5: 10:00</i></li> <li>◦ <i>PK: 3:15 (Rm. 118)</i></li> </ul>
October 23 7:45	MTSS-B Tier 2 Meeting
October 23 4:30-8:00	<p><b>Student-Led Conferences</b> -- PTO Dinner</p>
October 24 1:00-8:00	<p><b>Student-Led Conferences</b> -- Dinner (4:30)</p>
October 29	<p><b>Improvement Day – Two Hour Late Start for Students</b></p> <p>The purpose is for collaborative teams to engage in the planning and checking phases of the Plan, Do, Check, Act improvement cycle.</p>

	<ul style="list-style-type: none"> <li>• Planning module and lesson designs</li> <li>• Analyzing Tasks: Is this grade level work?</li> <li>• Creating models of excellence</li> <li>• Analyzing student work</li> <li>• Making meaning of data</li> </ul> <p>This Canvas course provides logistical and design guidance: <a href="http://tiny.cc/ImprovementDays24-25">http://tiny.cc/ImprovementDays24-25</a></p>	
Oct. 30 1:00 - TAC	<b>Data Retreat</b>	
Date:	Meeting / Professional Development Topic	Notes / Agenda Items from LAST YEAR / Progress Monitoring
<b>November</b>		
Nov. 4-8	<b>GH Progress Report (K-5)</b> <ul style="list-style-type: none"> <li>○ <u>Achievement</u> - K-2nd: <u>BLB</u> or <u>BEG</u> in any subject / 3rd-5th: <u>D</u> or <u>F</u> in any subject</li> <li>○ <u>Work Habits/Effort</u> - K-5th: Effort: <u>N</u> or <u>U</u> in any subject</li> <li>○ <u>When</u>: Contact should occur during the week of November 6-14</li> <li>○ <u>Types of Contact</u>: In Person Conversation, Phone Call or GH Progress Report (signed by a parent/guardian)</li> <li>○ <u>GH Progress Report</u>: Here is a link to a GH Progress Report that you can use for any student who meets the grade or work habits requirements for a parent/guardian contact. <ul style="list-style-type: none"> <li>▪ Page 1 = Traditional</li> <li>▪ Page 2 = Dual Language</li> <li>▪ &gt;&gt;LINK TO GH PROGRESS REPORT&lt;&lt;</li> </ul> </li> <li>○ <u>Using the GH Progress Report is not a requirement.</u></li> <li>○ <u>Documentation</u>: All contacts should be entered in the Parent Contact Log in IC.</li> </ul>	
Nov. 5	<b>Teacher Planning Day</b>	
Nov. 6 4:30	MTSS-B Tier 1 Meeting	
Nov. 5 Tues. & Thurs.- 7:25-8:25 or 4:25-5:25	<b>AM Tutoring – START</b>  Reading/Math	
Nov. 7 5:00	OPS New Teacher Meeting	
Nov. 11 4:30-5:30	<b>Staff Meeting</b> <ul style="list-style-type: none"> <li>• Acadience – Math – Brittany Sullival</li> <li>• MTSS-B <ul style="list-style-type: none"> <li>○ Tier 1</li> <li>○ Tier 2</li> </ul> </li> </ul>	
Nov. 13 7:45	MTSS-B Tier 2 Meeting	
Nov. 13	<b>Grade Level Meetings (K-5)</b>	

## PLAN-DO-CHECK-ACT

- ✓ Positive Postcard Home
  - ✓ The First Five Website
  - ✓ Close Reading -- [HMH EL Companion Guide](#)
- (See-Think-Wonder, Tabletop Minilessons)
- ✓ RAZ Assessment Packet
  - ✓ EL Support Time
  - ✓ Structured Literacy – Check-In

PLAN	
Data Analysis	
<b>Backwards Planning</b> <ul style="list-style-type: none"> <li>Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps</li> <li>Analyzing common assignments/assessments (task analysis) – Calibrate what students need to know and be able to do</li> </ul>	X
<b>Unpack Standards &amp; Determine Alignment</b> <ul style="list-style-type: none"> <li>Analyzing grade level content standards and alignment with curriculum (grade level and vertically, high-quality tasks)</li> </ul>	
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Analyzing Tasks: “Is this grade level work?”	
Instructional Strategies ( <i>Scaffolds, Text Tagging, Engagement Strategies, Building Prior Knowledge, etc.</i> )	
Structured Literacy	
Complex Texts	
Other:	

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CHECK	
<b>Analyze student work samples</b> <ul style="list-style-type: none"> <li>How are students utilizing text evidence (text tagging) across content areas?</li> </ul>	X
<b>Formative &amp; Summative Data</b> <ul style="list-style-type: none"> <li>Analyze <a href="#">Module 3 Summative Assessment Data</a> <ul style="list-style-type: none"> <li>Determine impact of instruction</li> <li>Start planning <a href="#">Module 4</a></li> </ul> </li> </ul>	X
<b>Questions to utilize when analyzing data/assessing progress to inform next steps</b> <ul style="list-style-type: none"> <li>What is creating this data?</li> <li>What am I doing?</li> <li>What can I do differently? How can I/we adjust/change?</li> <li>What can I do differently to avoid...?</li> </ul>	X

	Coaching Data (student engagement, time on task)	
	ELEOT Data	
	Structured Literacy Data	
	<ul style="list-style-type: none"> <li>○ <a href="#">Learning Framework</a>Links to an external site. – Inform next steps</li> <li>○ <a href="#">ADR Sharepoint</a>Links to an external site. – Resources for analyzing data</li> </ul>	
	Other:	
	Act	
	<ul style="list-style-type: none"> <li>• Teachers will be able to analyze &amp; evaluate the most current HMH Module Assessment for their grade level.</li> <li>• Teachers will be able to show evidence that reflects the link between Lesson Plans &amp; selected content on HMH Assessments.</li> <li>• Backwards Planning (Upcoming Module Assessment / Topic Assessment) – Teacher Facilitated <ul style="list-style-type: none"> <li>○ Kindergarten – Module 3 – Week 2 Assessment</li> <li>○ 1<sup>st</sup>-5<sup>th</sup> grade – Module 4 – Week 1 Assessment</li> </ul> </li> </ul>	
	<p><u>As a team</u>, analyze at each question</p> <p>Determine <b>what is crucial to teach so students understand what each question is asking and what they need to do.</b></p> <p>Refer to the <a href="#">Backwards Planning Considerations</a> document (guideline)</p> <p>Update/make notes/document in your <a href="#">Lesson Plan</a> and/or <a href="#">Teaching Guide</a></p> <p><b>Reflection</b> – Reflect after giving the assessment to determine if your instruction was successful.</p>	
Nov. 14 1:30	EILN/AP Meeting	
Nov. 21-TBD 9:30	Parent Meeting Extended Absence Form	
Nov. 20 8:00	MTSS-B Coaches Meeting	
Nov. 20 1:00	ADR Meeting – on Teams	
Nov. 25-26	GH Professional Development / Teacher Plan & Prep	
Nov. 27-29	Thanksgiving Break	
Date:	Meeting / Professional Development Topic	Notes / Agenda Items from LAST YEAR / Progress Monitoring
December		
Dec. 2 4:30-5:30	<b>Staff Meeting</b> <ul style="list-style-type: none"> <li>• MTSS-B <ul style="list-style-type: none"> <li>○ Tier 1 –</li> </ul> </li> </ul>	

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Dec. 2 – Jan. 24  Rooms: 107, 207, 211	<b>Winter MAP Growth (Reading &amp; Math) – K-5 (No MAP Science) – K-5</b> <ul style="list-style-type: none"><li>Math – Week of Dec. 2</li><li>Reading – Week of Dec. 9</li></ul>																																																																		
Dec. 4 7:45	MTSS-B Tier 2 Meeting																																																																		
Dec. 5	<b>Grade Level Meetings (K-5)</b>  <b>Implement information from the principal meeting – HOLD for GLM/PLC time between Nov. 12 and Dec. 10</b>  <b>PLAN-DO-CHECK-ACT</b>  <table><tr><th colspan="4">Module 4</th></tr><tr><td>K</td><td>Comp. 11/21 – 01/13</td><td>SL 12/03 – 01/17</td><td>Writing 11/21 – 01/13</td></tr><tr><td>1</td><td>Comp. 10/30 – 11/22</td><td>SL 11/06 – 12/06</td><td>Writing 10/31 – 11/22</td></tr><tr><td>2</td><td>Comp. 10/31 – 12/02</td><td>SL 11/06 – 12/06</td><td>Writing 10/31 – 12/02</td></tr><tr><td>3</td><td colspan="3">Comp. and Writing 11/13 – 12/17</td></tr><tr><td>4</td><td colspan="3">Comp. and Writing 11/12 – Dec 16</td></tr><tr><td>5</td><td colspan="3">Comp. and Writing 11/04 – 12/05</td></tr></table> <table><tr><th colspan="4">Module 5</th></tr><tr><td>K</td><td>Comp. 01/14 – 02/13</td><td>SL 01/21 – 02/24</td><td>Writing 01/14 – 02/13</td></tr><tr><td>1</td><td>Comp. 12/02 – 01/08</td><td>SL 12/09 – 01/16</td><td>Writing 12/02 – 01/08</td></tr><tr><td>2</td><td>Comp. 12/03 – 01/09</td><td>SL 12/09 – 01/16</td><td>Writing 12/03 – 01/09</td></tr><tr><td>3</td><td colspan="3">Comp. and Writing 12/18 – 01/30</td></tr><tr><td>4</td><td colspan="3">Comp. and Writing 12/17 – 01/ 28</td></tr><tr><td>5</td><td colspan="3">Comp. and Writing 12/06 – 01/17</td></tr></table> <table><tr><th colspan="2">PLAN</th></tr><tr><td><b>Data Analysis</b></td><td></td></tr><tr><td><b>Backwards Planning</b><ul style="list-style-type: none"><li>Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps</li><li>Analyzing common assignments/assessments (task analysis) - Calibrate what students need to know and be able to do</li></ul></td><td><b>X</b></td></tr><tr><td><b>Unpack Standards &amp; Determine Alignment</b><ul style="list-style-type: none"><li>Analyzing grade level content standards and alignment with curriculum (grade level and vertically, high-quality tasks)</li></ul></td><td></td></tr></table>			Module 4				K	Comp. 11/21 – 01/13	SL 12/03 – 01/17	Writing 11/21 – 01/13	1	Comp. 10/30 – 11/22	SL 11/06 – 12/06	Writing 10/31 – 11/22	2	Comp. 10/31 – 12/02	SL 11/06 – 12/06	Writing 10/31 – 12/02	3	Comp. and Writing 11/13 – 12/17			4	Comp. and Writing 11/12 – Dec 16			5	Comp. and Writing 11/04 – 12/05			Module 5				K	Comp. 01/14 – 02/13	SL 01/21 – 02/24	Writing 01/14 – 02/13	1	Comp. 12/02 – 01/08	SL 12/09 – 01/16	Writing 12/02 – 01/08	2	Comp. 12/03 – 01/09	SL 12/09 – 01/16	Writing 12/03 – 01/09	3	Comp. and Writing 12/18 – 01/30			4	Comp. and Writing 12/17 – 01/ 28			5	Comp. and Writing 12/06 – 01/17			PLAN		<b>Data Analysis</b>		<b>Backwards Planning</b> <ul style="list-style-type: none"><li>Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps</li><li>Analyzing common assignments/assessments (task analysis) - Calibrate what students need to know and be able to do</li></ul>	<b>X</b>	<b>Unpack Standards &amp; Determine Alignment</b> <ul style="list-style-type: none"><li>Analyzing grade level content standards and alignment with curriculum (grade level and vertically, high-quality tasks)</li></ul>	
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Other:	

Act	

- **Data Check-in** (Class MAP Goal / Class Profile Reflection/Supports & Services Document)
- **Backwards Planning – Next Step:**
  - **Connect to OPS Learning Framework – Building Background Knowledge ([copy teacher actions page](#)) – Look at next module assessment. Evidence:** Bring picture evidence of implementation and data of results (*teachers: access module assessment or they print a hard copy*) (*Example: Garcia. PPT is evidence...what was the assessment data?*) (*Example: Central Idea & Central Idea, Small Group working with synonyms/antonyms, Readers Notebook, Word Bank that was used to build vocabulary and prior knowledge*)
- Next Steps** with **Backwards Planning** tied to teacher, student, and coaching actions, and student artifacts (for Dec. meeting)
- **Share:**

	<ul style="list-style-type: none"> <li>• <b>Read Theory</b> – Building Background Knowledge</li> <li>• <b>Decodable Stories Generator</b></li> <li>○ <b>Note: EL &amp; Special Instruction</b> – Plan on attending one meeting</li> <li>○ <b>Data Review – MAP</b> (Goal = 4% more students to at/above 50%. Who can you move to at or above 50%?)</li> <li>○ <b>Look at student data</b> (from September Meeting)?????</li> <li>○ <b>Continue Backwards Planning</b></li> </ul>	
Dec. 11 4:30	MTSS-B Tier 1 Meeting	
Dec. 12 7:00 a.m.	Report Card Window Opens	
Dec 12 1:30	EILN/AP Meeting	
Dec. 12 1:30	❄️ <b>Winter Program – Dress Rehearsal</b>	
Dec. 13 9:30 & 2:00	❄️ <b>Winter Program First Performance – PK-5</b>	
Dec. 13-17	No Meeting Dates	
Dec. 17	<b>MTSS-B Assemblies</b> <ul style="list-style-type: none"> <li>○ <i>K-2: 2:00</i></li> <li>○ <i>3-5: 10:00</i></li> <li>○ <i>PK: 3:15 (Rm. 118)</i></li> </ul>	
Dec. 18 8:00 a.m..	Report Cards Due in IC	
Dec. 18 8:00	MTSS-B Coaches Meeting	
Dec. 20	Professional Development & Teacher Plan & Prep – No Students	
Dec. 20-Jan. 2	Winter Break Begins for Students	
<b>Date:</b>	<b>Meeting / Professional Development Topic</b>	<b>Notes / Agenda Items from LAST YEAR / Progress Monitoring</b>
<b>January</b>		
Jan. 3	Professional Development & Teacher Plan & Prep <ul style="list-style-type: none"> <li>• <b>9:00 - Start Time</b></li> <li>• <b>9:00-11:30 - Plan &amp; Prep</b></li> <li>• <b>11:30-12:15 – Lunch</b></li> <li>• <b>12:15-3:00 - Data Dig</b></li> </ul> <b>Update GH Data Sheet:</b> <ul style="list-style-type: none"> <li>• <i>Newly enrolled students</i></li> <li>• <i>Students who have been unenrolled</i></li> <li>• <i>New services or change of services</i></li> </ul>	



	<ul style="list-style-type: none"><li>Dates of SAT meetings</li><li>Identify students who have been retained</li></ul> <p><b>Data Conversations:</b> Data Protocol for the Class Profile Report</p>																												
Jan. 6	First Day of Second Semester																												
Jan. 13 4:30-5:30	<p><b>Staff Meeting</b></p> <ul style="list-style-type: none"><li>MTSS-B</li><li>Collaboration/Plan and Prep</li></ul> <p><b>PK teachers:</b> Work on inputting your Teaching Strategies GOLD data or backwards plan an upcoming unit of study.</p> <p><b>Specialists, Counselors, Social Worker, Special Instruction, and EL Teachers:</b> Meet in Room 118.</p> <ul style="list-style-type: none"><li><b>Meeting Leaders:</b> Smith and Fuentes-Ybarra</li><li><b>Agenda:</b> Begin planning for an end-of-testing celebration, Create Remote Learning Choice Boards</li><li><b>What to bring:</b> Laptop</li></ul> <p><b>Kindergarten-5th grade teachers:</b> Grade-level teams will meet in their team leader’s classroom to collaboratively backwards plan for an upcoming module.</p> <ul style="list-style-type: none"><li><b>Kindergarten, 3rd, &amp; 4th Grade:</b> <u>Module 5</u></li><li><b>1st, 2nd, &amp; 5th Grade:</b> <u>Module 6</u></li></ul> <p><b>Grade Level Team Leaders</b> will receive copies of the <u>Module Assessment</u>, <u>Answer Key</u>, and <u>NE State Standards</u>. All teachers will received a <u>Backwards Planning Considerations document</u> for backwards planning for a Module Assessment, and lesson alignment to standards. If planning for this module has already started, use this time to refine your plan and/or begin work on the next module.</p> <p><b>What to Bring:</b></p> <ul style="list-style-type: none"><li>Laptop to access SharePoint (Curriculum Guide, etc.) and your Into <u>Reading Teacher’s Guide</u></li></ul>																												
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- Positive Postcard Home
- Alignment to State Standards
- Review ELPA21 Practice Test & Resources
- GH Data Sheet Review
- Structured Literacy Check-In

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<b>Instructional Strategies</b> ( <i>Scaffolds, Text Tagging, Engagement Strategies, Building Prior Knowledge, etc.</i> )	
<b>Structured Literacy</b>	
<b>Complex Texts</b>	
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<ul style="list-style-type: none"> <li>○ How are students utilizing text evidence (text tagging) across content areas?</li> </ul>	
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	<div>Act</div> <div><ul style="list-style-type: none"><li>MAP Data Dig - # Students met or exceeded growth goal, # of students who grew and met goal/# of students who grew, but didn't meet goal</li><li>Close Reading Follow-Up Activity (Shari Johnson)</li><li>Update Supports &amp; Services Document (SATs, etc.)</li></ul><div>+++++</div><ul style="list-style-type: none"><li>Purposeful Lesson Planning – Backwards planning (with pacing checks) &amp; Lesson Delivery (data informed, utilize Curriculum Guides) -- Upcoming Module Assessment / Topic Assessment - tasks/assignment &amp; assessments (formative and summative)</li><li>EL Instructional Strategies / Scaffolds (Resource: EL Excellence Every Day)</li><li>Purposeful checks for understanding</li></ul></div>													
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3	Comp. and Writing 12/18 – 01/30		
4	Comp. and Writing 12/17 – 01/ 28		
5	Comp. and Writing 12/06 – 01/17		

Module 6			
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PLAN	
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Jan. 24	<p><b>Title I</b></p> <ul style="list-style-type: none"> <li>• <i>90% of budget spent by today</i></li> </ul>	
Jan. 17-TBD 9:30-3:00	Kindergarten Roundup	
Jan. 27 – Mar. 14	<p><b>ELPA21 – English Language Proficiency Assessment for the 21st Century</b></p> <p><b>K-5 EL Students (ELA)</b></p>	
Jan. 28	<p><b>Improvement Day – Two Hour Late Start for Students</b></p> <p>The purpose is for collaborative teams to engage in the planning and checking phases of the Plan, Do, Check, Act improvement cycle.</p> <ul style="list-style-type: none"> <li>• <i>Planning module and lesson designs</i></li> <li>• <i>Analyzing Tasks: Is this grade level work?</i></li> <li>• <i>Creating models of excellence</i></li> <li>• <i>Analyzing student work</i></li> <li>• <i>Making meaning of data</i></li> </ul> <p>This Canvas course provides logistical and design guidance: <a href="http://tiny.cc/ImprovementDays24-25">http://tiny.cc/ImprovementDays24-25</a></p>	

	<p><b>Agenda:</b></p> <p><b>Utilize the <u>Plan or Check/Act</u> portions of the PDCA Cycle</b></p> <p><b>Plan</b> - Share instructional strategies and resources</p> <ul style="list-style-type: none"> <li>✓ Discuss best practices and successful interventions</li> <li>✓ Collaboratively plan upcoming lessons</li> <li>✓ Determine differentiated instruction strategies</li> </ul> <p><b>Do</b> – Teaching and Learning in Practice</p> <p><b>Check/Act</b></p> <ul style="list-style-type: none"> <li>✓ Discuss and analyze evidence of student learning</li> <li>✓ Review student achievement data</li> <li>✓ Analyze trends and patterns</li> <li>✓ Identify areas of strength and areas needing improvement</li> <li>✓ Discuss implications for instruction</li> </ul> <p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>○ Analyze Module Assessment 4</li> <li>○ Analyze student work selected during 1/23 grade level meeting <ul style="list-style-type: none"> <li>▪ Determine next steps (inform lesson plans)</li> </ul> </li> <li>○ Identify student work for 2/6 grade level meeting</li> </ul> <p><b>1<sup>st</sup> &amp; 2<sup>nd</sup> Grade</b></p> <ul style="list-style-type: none"> <li>○ Analyze Module Assessment 5</li> <li>○ Analyze student work selected during 1/23 grade level meeting <ul style="list-style-type: none"> <li>▪ Determine next steps (inform lesson plans)</li> </ul> </li> <li>○ Backwards Planning <ul style="list-style-type: none"> <li>▪ Review Module 6 Assessment</li> <li>▪ Preview Module 7 Assessment</li> </ul> </li> </ul> <p><b>3<sup>rd</sup> &amp; 4<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>○ Analyze Module Assessment 4</li> <li>○ Analyze student work selected during 1/23 grade level meeting <ul style="list-style-type: none"> <li>▪ Determine next steps (inform lesson plans)</li> </ul> </li> <li>○ Backwards Planning <ul style="list-style-type: none"> <li>▪ Review Module 5 Assessment</li> <li>▪ Preview Module 6 Assessment</li> <li>▪ Module 7 Assessment (revisit)</li> </ul> </li> </ul> <p><b>5<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>○ Analyze Module Assessment 5</li> <li>○ Analyze student work selected during 1/23 grade level meeting <ul style="list-style-type: none"> <li>▪ Determine next steps (inform lesson plans)</li> </ul> </li> <li>○ Backwards Planning <ul style="list-style-type: none"> <li>▪ Preview Module 6 Assessment</li> </ul> </li> </ul>
Jan. 29 8:00	MTSS-B Coaches Meeting
Jan. 30 5:00	New Teacher Meeting

Date:	Meeting / Professional Development Topic	Notes / Agenda Items from LAST YEAR / Progress Monitoring																													
February																															
FOR PLANNING:																															
• <b>End of Year Awards</b> – Assign dates and times (AM/PM) to grade levels and have the second Grade Level Celebration serve as an end of year celebration (in place of End of Year Awards Assemblies).																															
Feb. 3 - TBD	SPRING TESTING KICK-OFF EVENT for ELPA21, MAP, & NSCAS (OMAHA STREET PERCUSSION)																														
Grades 3-5 - 9:45-10:15	Grades PK-2 - 10:15-10:45 (Specialists - Take 5th gr. & stay w/ 4th gr)																														
Week of Feb. 3	GH Progress Report (K-5) <ul style="list-style-type: none"><li>• <b>Achievement</b> - K-2nd: BLB or BEG in any subject / 3rd-5th: D or F in any subject</li><li>• <b>Work Habits/Effort</b> - K-5th: Effort: N or U in any subject</li><li>• <b>When:</b> Contact should occur during the week of February 5<sup>th</sup></li><li>• <b>Types of Contact:</b> In Person Conversation, Phone Call or GH Progress Report (signed by a parent/guardian)</li><li>• <b>GH Progress Report:</b> Here is a link to a GH Progress Report that you can use for any student who meets the grade or work habits requirements for a parent/guardian contact.<ul style="list-style-type: none"><li>○ Page 1 = Traditional</li><li>○ Page 2 = Dual Language</li><li>○ &gt;&gt;LINK TO GH PROGRESS REPORT&lt;&lt;</li></ul></li><li>• <b>Using the GH Progress Report is not a requirement.</b></li><li>• <b>Documentation:</b> All contacts should be entered in the Parent Contact Log in IC.</li></ul>																														
Feb. 5 – Mar. 7	InView Grade: 2																														
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### Kindergarten

- Analyze student work selected on 1/28
- Determine next steps (inform Lesson Plans)
- Backwards planning
  - Review Module 5 Assessment
  - Preview Module 6 Assessment

### 1<sup>st</sup> & 2<sup>nd</sup> Grades

- Analyze Module 6 Assessment
- Identify student work to bring for 2/19
- Continued Backwards Planning
  - Module 7 Assessment (revisit)

### 3<sup>rd</sup> & 4<sup>th</sup> Grades

- Analyze Module 5 Assessment
- Identify student work to bring for 2/19
- Continued Backwards Planning
  - Module 6 Assessment (revisit)

### 5<sup>th</sup> Grade

- Analyze Module 5 Assessment
- Identify student work to bring for 2/19
- Review Module 7 Assessment

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<b>Backwards Planning</b>	X
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	Complex Texts	
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Feb. 12 4:30	MTSS-B Tier 1 Meeting	
Feb. 13 1:30	EILN/AP Meeting	

Feb. 20 9:30	Paraprofessional Meeting MTSS-B – Complete SAS Survey																																																								
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- Analyze student work selected on 2/6
  - Determine next steps (inform LP)
- Identify student work to bring on 3/5 GLM

#### 5<sup>th</sup> Grade

- Analyze student work selected on 2/6
  - Determine next steps (inform LP)
- Continued Backwards Planning for Module 7
- Identify student work to bring on 3/5 GLM

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3	Comp. and Writing 03/05 – 04/09																																		
4	Comp. and Writing 03/04 – 04/08																																		
5	Comp. and Writing 03/20 – 03/27																																		
Module 8																																			

K (Module may not be completed)	Comp. 05/05 – 05/21	SL 05/14 – 05/21	Writing 05/05 – 05/21
1	Comp. 03/04 – 04/03	SL 03/24 – 04/17	Writing 03/04 – 04/03
2	Comp. 03/07 – 04/08	SL 03/24 – 04/17	Writing 03/07 – 04/08
3	Comp. and Writing 04/10 – 05/08		
4	Comp. and Writing 04/09 – 05/08		
5	Comp. and Writing 03/31 – 04/29		

Module 9			
K			
1	Comp. 04/04 – 04/30	SL 04/22 – 05/15	Writing 04/03 – 04/30
2	Comp. 04/09 – 05/05	SL 04/22 – 05/15	Writing 04/09 – 05/05
3	Comp. and Writing 05/09 – 05/21		
4	Comp. and Writing 05/09 – 05/19		
5	Comp. and Writing 04/30 – 05/21		

### Kindergarten

- Analyze student work selected on 3/5
- Determine next steps (inform Lesson Plans)
- Backwards planning
  - Preview Module 6 Assessment

### 1<sup>st</sup> & 2<sup>nd</sup> Grades

- Analyze student work selected on 2/19
- Analyze Module 7 Assessment

### 3<sup>rd</sup> & 4<sup>th</sup> Grades

- Analyze student work selected on 2/6
  - Determine next steps (inform LP)
- Analyze Module 6 Assessment
- Continued Backwards Planning
  - Module 7 Assessment (revisit)

### 5<sup>th</sup> Grade

- Analyze student work selected on 2/6
  - Determine next steps (inform LP)
- Analyze Module 6 Assessment
- Continued Backwards Planning

▪ Module 7 Assessment (revisit)???

PLAN	
<b>Data Analysis</b>	
<b>Backwards Planning</b> <ul style="list-style-type: none"> <li>Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps</li> <li>Analyzing common assignments/assessments (task analysis) - Calibrate what students need to know and be able to do</li> </ul>	X
<b>Unpack Standards &amp; Determine Alignment</b> <ul style="list-style-type: none"> <li>Analyzing grade level content standards and alignment with curriculum (grade level and vertically, high-quality tasks)</li> </ul>	
<b>Analyze Student Work</b>	
<b>Analyzing Tasks: "Is this grade level work?"</b>	
<b>Instructional Strategies</b> ( <i>Scaffolds, Text Tagging, Engagement Strategies, Building Prior Knowledge, etc.</i> )	
<b>Structured Literacy</b>	
<b>Complex Texts</b>	
<b>Other:</b>	

Do	

CHECK	
<b>Analyze student work samples</b> <ul style="list-style-type: none"> <li>How are students utilizing text evidence (text tagging) across content areas?</li> </ul>	
<b>Formative &amp; Summative Data</b>	
<b>Questions to utilize when analyzing data/assessing progress to inform next steps</b> <ul style="list-style-type: none"> <li>What is creating this data?</li> <li>What am I doing?</li> <li>What can I do differently? How can I/we adjust/change?</li> <li>What can I do differently to avoid...?</li> </ul>	
<b>Coaching Data (student engagement, time on task)</b>	
<b>ELEOT Data</b>	
<b>Structured Literacy Data</b>	
<ul style="list-style-type: none"> <li><a href="#">Learning Framework</a>Links to an external site. - Inform next steps</li> <li><a href="#">ADR Sharepoint</a>Links to an external site. - Resources for analyzing data</li> </ul>	
<b>Other:</b>	

Act	

- Purposeful Lesson Planning – Backwards planning (with pacing checks) & Lesson Delivery (data informed, utilize Curriculum Guides) -- Upcoming Module Assessment / Topic Assessment - tasks/assignment & assessments (formative and summative)
- EL Instructional Strategies / Scaffolds (*Resource: EL Excellence Every Day*)

	<ul style="list-style-type: none"><li>Purposeful checks for understanding</li></ul>	
Mar. 6 7:00 a.m.	Report Card Window Opens	
Mar. 6-7, 10	No Meeting Dates	
Mar. 10 4:00 p.m.	Report Cards Due in IC	
Mar. 12	MTSS-B – TT & GJNW Activity <ul style="list-style-type: none"><li>K-2: 2:00</li><li>3-5: 10:00</li><li>PK: 3:15 (Rm. 118)</li></ul>	
Mar. 12 4:30	MTSS-B Tier 1 Meeting	
Mar. 13 1:30	EILN/AP Meeting	
Mar. 17-21	Spring Break	
Mar. 21 9:30	Parent Meeting <ul style="list-style-type: none"><li>Latino Center of the Midlands</li></ul>	
NSCAS Growth State Summative Assessments		
ELA/Math – Grades: 3-5 Science – Grade: 5		
Testing Window: March 24 – May 2 (Make-ups: Apr. 28 - May 2)		
Spring MAP Growth		
Reading and Math – K-2 Science – 3-4		
Testing Window: March 24 – May 2		
Mar. 24 4:30-5:30	Staff Meeting <ul style="list-style-type: none"><li>Review Staffing 2023-2024</li><li>Time for Collaboration/Plan and Prep</li></ul>	
Mar. 26 8:00	MTSS-B Coaches Meeting	
Mar. 28	Building Based Professional Development	
Date:	Meeting / Professional Development Topic	Notes / Agenda Items from LAST YEAR / Progress Monitoring
April		
Apr. 1	Improvement Day – Two Hour Late Start for Students The purpose is for collaborative teams to engage in the planning and checking phases of the Plan, Do, Check, Act improvement cycle.	

- *Planning module and lesson designs*
- *Analyzing Tasks: Is this grade level work?*
- *Creating models of excellence*
- *Analyzing student work*
- *Making meaning of data*

This Canvas course provides logistical and design guidance: <http://tiny.cc/improvementDays24-25>

Apr. 2  
7:45

MTSS-B Tier 2 Meeting

Apr. 3

### Grade Level Meetings (K-5)

Module 7			
K	Comp. 04/01 – 05/02	SL 04/09 – 05/13	Writing 04/01 – 05/02
1	Comp. 02/04 – 03/03	SL 02/13 – 03/14	Writing 02/04 – 03/03
2	Comp. 02/06 – 03/06	SL 02/13 – 03/14	Writing 02/06 – 03/06
3	Comp. and Writing 03/05 – 04/09		
4	Comp. and Writing 03/04 – 04/08		
5	Comp. and Writing 03/20 – 03/27		

Module 8			
<b>K (Module may not be completed)</b>	<b>Comp. 05/05 – 05/21</b>	<b>SL 05/14 – 05/21</b>	<b>Writing 05/05 – 05/21</b>
1	Comp. 03/04 – 04/03	SL 03/24 – 04/17	Writing 03/04 – 04/03
2	Comp. 03/07 – 04/08	SL 03/24 – 04/17	Writing 03/07 – 04/08
3	Comp. and Writing 04/10 – 05/08		
4	Comp. and Writing 04/09 – 05/08		
5	Comp. and Writing 03/31 – 04/29		

Module 9			
K			
1	Comp. 04/04 – 04/30	SL 04/22 – 05/15	Writing 04/03 – 04/30
2	Comp. 04/09 – 05/05	SL 04/22 – 05/15	Writing 04/09 – 05/05
3	Comp. and Writing 05/09 – 05/21		
4	Comp. and Writing 05/09 – 05/19		



### PLAN

#### Data Analysis

#### Backwards Planning

- Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps
- Analyzing common assignments/assessments (task analysis) - Calibrate what students need to know and be able to do

X

#### Unpack Standards & Determine Alignment

- Analyzing grade level content standards and alignment with curriculum (grade level and vertically, high-quality tasks)

#### Analyze Student Work

#### Analyzing Tasks: "Is this grade level work?"

#### Instructional Strategies (*Scaffolds, Text Tagging, Engagement Strategies, Building Prior Knowledge, etc.*)

#### Structured Literacy

#### Complex Texts

#### Other:

### Do

### CHECK

#### Analyze student work samples

- How are students utilizing text evidence (text tagging) across content areas?

#### Formative & Summative Data

#### Questions to utilize when analyzing data/assessing progress to inform next steps

- *What is creating this data?*
- *What am I doing?*
- *What can I do differently? How can I/we adjust/change?*
- *What can I do differently to avoid...?*

#### Coaching Data (student engagement, time on task)

#### ELEOT Data

#### Structured Literacy Data

- [Learning Framework](#)[Links to an external site.](#) - Inform next steps
- [ADR Sharepoint](#)[Links to an external site.](#) - Resources for analyzing data

#### Other:

**Implement of information from the principal meeting - HOLD for GLM/PLC time between Mar. 11 and Apr. 8**

- **Review Articulation Day – Data Cards, etc.**
  - Teachers determine which assignment to bring

	<ul style="list-style-type: none"> <li>○ Student Data Cards</li> <li>● Plan another scaffold (different from previously used and connect to a standard/tested skill)</li> </ul>
Apr. 3	<b>FINAL day for INITIAL SATs</b>
Apr. 3 5:00	OPS New Teacher Meeting
Apr. 7 4:30-5:30	<b>Staff Meeting</b> <ul style="list-style-type: none"> <li>● Collaboration</li> <li>● MTSS-B <ul style="list-style-type: none"> <li>○ Tier 1 –</li> <li>○ Tier 2 -</li> </ul> </li> </ul>
Apr. 9 4:30	MTSS-B Tier 1 Meeting
Week of Apr. 14	<b>GH Progress Report (K-5)</b> <ul style="list-style-type: none"> <li>● <b>Achievement - K-2nd:</b> BLB or BEG in any subject / <b>3rd-5th:</b> D or F in any subject</li> <li>● <b>Work Habits/Effort - K-5th:</b> Effort: <u>N</u> or <u>U</u> in any subject</li> <li>● <b>When:</b> Contact should occur during the week of April 14<sup>th</sup></li> <li>● <b>Types of Contact:</b> In Person Conversation, Phone Call or GH Progress Report (signed by a parent/guardian)</li> <li>● <b>GH Progress Report:</b> Here is a link to a GH Progress Report that you can use for any student who meets the grade or work habits requirements for a parent/guardian contact. <ul style="list-style-type: none"> <li>○ Page 1 = Traditional</li> <li>○ Page 2 = Dual Language</li> <li>○ &gt;&gt;LINK TO GH PROGRESS REPORT&lt;&lt;</li> </ul> </li> <li>● <b>Using the GH Progress Report is not a requirement.</b></li> <li>● <b>Documentation:</b> All contacts should be entered in the Parent Contact Log in IC.</li> </ul>
Apr. 16 7:45	MTSS-B Tier 2 Meeting
Apr. 16 1:00	ADR Meeting – on Teams
Apr. 17 1:30	EILN/AP Meeting
Apr. 18	<b>Teacher Planning Day</b>
Apr. 21	<b>Articulation Day</b> <i>The purpose of AD is to make visible the connectivity of learner experiences and create a seamless K-12 learning progression.</i>
Apr. 23 8:00	MTSS-B Coaches Meeting
Apr. 24	<b>Grade Level Meetings (K-5)</b>  <b>PLAN-DO-CHECK-ACT</b> <div>Module 8</div>

K (Module may not be completed)	Comp. 05/05 – 05/21	SL 05/14 – 05/21	Writing 05/05 – 05/21
1	Comp. 03/04 – 04/03	SL 03/24 – 04/17	Writing 03/04 – 04/03
2	Comp. 03/07 – 04/08	SL 03/24 – 04/17	Writing 03/07 – 04/08
3	Comp. and Writing 04/10 – 05/08		
4	Comp. and Writing 04/09 – 05/08		
5	Comp. and Writing 03/31 – 04/29		

Module 9			
K			
1	Comp. 04/04 – 04/30	SL 04/22 – 05/15	Writing 04/03 – 04/30
2	Comp. 04/09 – 05/05	SL 04/22 – 05/15	Writing 04/09 – 05/05
3	Comp. and Writing 05/09 – 05/21		
4	Comp. and Writing 05/09 – 05/19		
5	Comp. and Writing 04/30 – 05/21		

PLAN	
<b>Data Analysis</b>	
<b>Backwards Planning</b>	X
<ul style="list-style-type: none"> <li>Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps</li> <li>Analyzing common assignments/assessments (task analysis) - Calibrate what students need to know and be able to do</li> </ul>	
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<ul style="list-style-type: none"> <li>Analyzing grade level content standards and alignment with curriculum (grade level and vertically, high-quality tasks)</li> </ul>	
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<b>Analyzing Tasks: "Is this grade level work?"</b>	
<b>Instructional Strategies</b> ( <i>Scaffolds, Text Tagging, Engagement Strategies, Building Prior Knowledge, etc.</i> )	
<b>Structured Literacy</b>	
<b>Complex Texts</b>	
<b>Other:</b>	

Do	

CHECK	
<b>Analyze student work samples</b>	
<ul style="list-style-type: none"> <li>How are students utilizing text evidence (text tagging) across content areas?</li> </ul>	
<b>Formative &amp; Summative Data</b>	

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	Other:																							
	<div style="background-color: #000080; color: white; text-align: center; padding: 5px;"><b>Act</b></div> <div style="background-color: #ADD8E6; height: 30px; margin-top: 5px;"></div>																							
	<ul style="list-style-type: none"> <li>Purposeful Lesson Planning – Backwards planning (with pacing checks) &amp; Lesson Delivery (data informed, utilize Curriculum Guides) -- Upcoming Module Assessment / Topic Assessment - tasks/assignment &amp; assessments (formative and summative)</li> <li>EL Instructional Strategies / Scaffolds (Resource: <i>EL Excellence Every Day</i>)</li> <li>Purposeful checks for understanding</li> </ul>																							
Apr. 28-May 9	Amira Spring Benchmark Grades: K-3																							
Apr. 30 7:45	MTSS-B Tier 2 Meeting																							
Date:	Meeting / Professional Development Topic	Notes / Agenda Items from LAST YEAR / Progress Monitoring																						
May																								
May 7 4:30	MTSS-B Tier 1 Meeting																							
May 8	<b>Grade Level Meetings (K-5)</b>  <b>PLAN-DO-CHECK-ACT</b> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4">Module 8</th> </tr> <tr> <td>K (Module may not be completed)</td> <td>Comp. 05/05 – 05/21</td> <td>SL 05/14 – 05/21</td> <td>Writing 05/05 – 05/21</td> </tr> <tr> <td>1</td> <td>Comp. 03/04 – 04/03</td> <td>SL 03/24 – 04/17</td> <td>Writing 03/04 – 04/03</td> </tr> <tr> <td>2</td> <td>Comp. 03/07 – 04/08</td> <td>SL 03/24 – 04/17</td> <td>Writing 03/07 – 04/08</td> </tr> <tr> <td>3</td> <td colspan="3">Comp. and Writing 04/10 – 05/08</td> </tr> </table>				Module 8				K (Module may not be completed)	Comp. 05/05 – 05/21	SL 05/14 – 05/21	Writing 05/05 – 05/21	1	Comp. 03/04 – 04/03	SL 03/24 – 04/17	Writing 03/04 – 04/03	2	Comp. 03/07 – 04/08	SL 03/24 – 04/17	Writing 03/07 – 04/08	3	Comp. and Writing 04/10 – 05/08		
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Module 9			
K			
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2	Comp. 04/09 – 05/05	SL 04/22 – 05/15	Writing 04/09 – 05/05
3	Comp. and Writing 05/09 – 05/21		
4	Comp. and Writing 05/09 – 05/19		
5	Comp. and Writing 04/30 – 05/21		

Module 10			
K			
1	Comp. 05/01 – 05/21	SL 05/16 – 05/21	Writing 05/01 – 05/21
2	Comp. 05/06 – 05/21	SL 05/16 – 05/21	Writing 05/06 – 05/21
3			
4			
5			

PLAN	
<b>Data Analysis</b>	
<b>Backwards Planning</b>	X
<ul style="list-style-type: none"> <li>Review formative assessments (ex: checks for understanding, etc.), at the lesson level, and how they can inform next steps</li> <li>Analyzing common assignments/assessments (task analysis) - Calibrate what students need to know and be able to do</li> </ul>	
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May 9	<b>Field Day – Collin Field</b>	
May 12 4:30-5:30	<b>Staff Meeting</b> <ul style="list-style-type: none"> <li>MTSS-B <ul style="list-style-type: none"> <li>Tier 1 –</li> <li>Tier 2 –</li> </ul> </li> </ul>	
May 14 9:30	<b>Parent Meeting</b> Omaha Public Library – Summer Programs & Activities	
May 14 7:00 a.m.	<b>Report Card Window Opens</b>	
May 14 8:00	MTSS-B Coaches Meeting	
May 14-16	<b>No Meeting Dates</b>	
May 15 1:30	EILN/AP Meeting	
May 16 2:00	<b>5<sup>th</sup> Grade Awards</b>	

May 19	<b>MTSS-B Assembly</b> <i>(Ensure times do not conflict with plan time, etc.)</i>  <b>3rd grade (Cafeteria) - 9:40-10:05</b> <b>4th-5th grade (Cafeteria) - 10:00-10:30</b> <b>PK (Family Room) - 10:40-11:00</b> <b>K-2nd grade (Cafeteria) - 2:30-3:00</b>
May 16 4:00 p.m.	<b>Report Cards Due in IC</b>
May 20 3:45	<b>5<sup>th</sup> Grade Clap Out</b> <b>&amp;</b> <b>HS Graduate Walk</b> <i>(arrive with cap and gown at 3:15)</i>
May 21	<b>LAST DAY OF SCHOOL</b>  <b>School Picnic</b>
May 22	Professional Development & Plan & Prep
May 23	Professional Development & Plan & Prep
May 26	<b>No School – Memorial Day</b>
<b>June &amp; July</b>	
May 27- Planning Day	NLL
May 28-July 3	
<b>PLANNING THOUGHTS/NOTES FOR NEXT YEAR</b>	
<ul style="list-style-type: none"><li>• <b>Continue Backwards Planning – See email from Shari</b></li><li>• <b>Data Informed &amp; Analyzing Student Work</b></li><li>• <b>Writing (Workshop)</b></li><li>• <b>Math Manipulatives</b></li><li>• <b>Facts – Proficiency</b></li><li>• <b>Test Taking Strategies</b></li><li>• <b>EL Strategies - Pick one as a focus</b></li><li>• <b>Procedures and Routines</b></li><li>• <b>Hallway – Walking in Line &amp; Voice Level</b></li></ul>	
<b>Attendance:</b> <ul style="list-style-type: none"><li>• <b>We will increase the number of students in the NOT CHRONIC (green) domain by 2%.</b> Students will miss no more than 9 days.</li><li>• The Attendance Team will meet weekly to review the attendance dashboard data, identify students for intervention, review active strategies and align additional supports.</li><li>• Attendance incentives/recognition will promote increased attendance and STRIVE For 95.</li></ul>	

