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| **[Problem Statement:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/ERx7ceRdQMxIk28uGclKzMEBiHxXPXLr32o7gLHu8P951Q?e=75ZeyL)** At Harrison Elementary, 36% of students are not at the 50th Percentile or above in ELA as shown by MAP and NSCAS. |
| [Root Causes:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EYiNopNnZDFLmUMXoxCYl50BMQvjtIX5X_EyooainI7OvA?e=j12rCx) As we analyze the data, the root causes include lack of engagement opportunities and scaffolds.  |
| Goal 1: For Spring ELA Map Growth Assessment, we will increase the percentage of students identified as “At” or “Above” the grade level norm by 8% from 64% to 72%  |
| [**Strategy:**](https://www.ops.org/Page/6584)What will we focus on to achieve our goal-our commitments? | **Actions:** To do list: things we need to do to implement our strategies(Lead with a verb) | **Success Criteria:**What are we expecting to see and hear from the leadership team and teachers? | [**Progress/Outcomes**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/Ene9LLaq341OlBT9oj5tDEUByivpJ4zpThG1xvgV63z5jw?e=PgaK0G)What evidence will we use to monitor student progress?When and with what frequency will we monitor the data? | **Professional Development:**What will you teach to support effective strategy implementation?[**Budget Planning**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/EmVDg8gVnI9NqO6wsSvpbRwBMylQCT_sNDZQ2pIToCdrKw?e=WDRUkY) |
| Active Learning Strategies and Scaffolds | Implement engagement and student discourse strategies that include reading, writing, listening, and speakingIntentional Lesson planning scaffolds & differentiation, and checks for understanding | Support provided by leadership through coaching and feedbackFrequently review coaching data and develop PD based on resultsScaffold instructionIncrease student engagement and opportunities to practice/respondGradual Release | School Wide | Coaching dataELEOT observations | Kagan StrategiesActive Learning vs. ComplianceScaffolds – Academic Frames, EL Excellence |
| Grade Level | Student Writing Examples |
| K-2 Apply high leverage literacy practices in foundational skills.3-5 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others. | Coaching for fidelity with implementation of Structured LiteracyProvide Professional Development using the resourcesImplement protocols for accessing complex text | Fidelity to the curriculumProvided support through coaching and feedback through coaching look forsEffective use of Gradual Release of Responsibility | School Wide | Coaching Data with low inference data of Structured Literacy and evidence of constructing arguments using complex textCoaching Data | Curriculum Professional Learning trainings on protocolsFoundational skills and Structured Literacy data trainingInterventions |
| Grade Level | Pre and Post Structured Literacy Inventory for each module |
| Backwards Plan using HMH Module and enVision Topic Assessments  | Grade Level MeetingsComplete topic/module assessments identifying areas of misconceptionsIdentify lessons aligning with topic/module assessment questionsPlan whole and small group instruction | Analyzing work from target student groupModifying lesson to address student misconceptionsReview data regularlyCollaborative Planning during PLCReview coaching data and develop PD based on results.  | School Wide  | MAP/NSCAS data (Fall/Winter/Spring)Module and Topic Assessment Tracking | Backwards planning as a team using lesson internalization protocol* Backwards planning with enVision PD

Student Analysis Protocol |
|  |  |  | Grade Level | Reviewing data Identify trends and patternsStudent Work AnalysisFormative Assessment data/Interventions |  |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/ERx7ceRdQMxIk28uGclKzMEBiHxXPXLr32o7gLHu8P951Q?e=75ZeyL) At Harrison Elementary, 36% of students are not at the 50th Percentile or above in ELA as shown by MAP and NSCAS. Of the 36% of students not at the 50th Percentile or above, 58% in ELA and 61% in Math are African American, Hispanic, and EL in ELA.  |
| [Root Causes:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EWkcxyiZsclFvOSTYxn4PFcBJGjlF9GAcY-XCpBGWpqqNA?e=qkoF8G) As we analyze the data, the root causes include lack of engagement opportunities for our African American students and scaffolds for our Hispanic and EL students. |
| Goal 2: For Spring Map Growth Assessment, we will increase the percentage of African American and Hispanic students identified as “At” or “Above” the grade level norm by 8% from 42% to 50% in ELA and 39% to 47% in 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/%3Af%3A/s/OPS-SI/Ene9LLaq341OlBT9oj5tDEUByivpJ4zpThG1xvgV63z5jw?e=PgaK0G)What evidence will we use to monitor student progress?When and with what frequency will we monitor the data? | **Professional Development:**What will you teach to support effective strategy implementation?[**Budget Planning**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/EmVDg8gVnI9NqO6wsSvpbRwBMylQCT_sNDZQ2pIToCdrKw?e=WDRUkY) |
| Backwards Plan using HMH Module and enVision Topic Assessments  | Grade Level MeetingsComplete topic/module assessments identifying areas of misconceptionsIdentify lessons aligning with topic/module assessment questionsPlan whole and small group instruction | Analyzing work from target student groupModifying lesson to address student misconceptionsReview data regularlyCollaborative Planning during PLCReview coaching data and develop PD based on results.  | School Wide  | MAP/NSCAS data (Fall/Winter/Spring) | Backwards planning as a team using lesson internalization protocol* Backwards planning with enVision PD

Student Analysis Protocol |
| Grade Level | Reviewing data Identify trends and patternsAnalyzing Topic Assessment data and student work.Formative Assessment data/Interventions |
| 3-5 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others. | Provide Professional Development using the resourcesImplement protocols for accessing complex text | Fidelity to the curriculumProvided support through coaching and feedbackEffective use of Gradual Release of Responsibility | School Wide | Coaching Data with low inference notes with evidence of constructing arguments using complex text and critiquing reasoning of others | Curriculum Professional Learning trainings on protocolsProgress MonitoringIntervention |
| Grade Level | Formative and Summative AssessmentsStudent work, Task Analysis, Depth of Knowledge questions |
| Engagement Strategies and Scaffolds | Implement engagement and student discourse strategies that include reading, writing, listening, and speakingIntentional Lesson planning scaffolds and checks for understandingCollaborating with EL and classroom teachers | Support provided by leadership through coaching and feedbackFrequently review coaching data and develop PD based on resultsScaffold instructionIncrease student engagement and opportunities to practice/respondGradual Release | School Wide | Coaching data | Kagan StrategiesEngagement vs. ComplianceScaffolds – Academic Frames, EL Excellence |

Root Cause Analysis: <https://padlet.com/emossxa992/data-analysis-protocol-wde8qephq23nfjm6>

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| **[Problem Statement:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EXpu7RKtOmVDr-nKJNzP2vUBD5IjENCCf80bRAom4Kp8Iw?e=XKCrJE)** At Harrison Elementary, 11% of students are considered chronically absent. |
| [Root Causes:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EYJZyBOXyexPgog-Vs9J9f8BFQmo42q7x2N8DS30eB5odA?e=xX5GZd) |
| Goal 3: By May 2026, we will decrease the baseline chronic absenteeism 11.08% to 10.83%. |
| [**Strategy:**](https://www.ops.org/Page/6584)What will we focus on to achieve our goal-our commitments? | **Actions:** To do list: things we need to do to implement our strategies(Lead with a verb) | **Success Criteria:**What are we expecting to see and hear from the leadership team and teachers? | [**Progress/Outcomes**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/Ene9LLaq341OlBT9oj5tDEUByivpJ4zpThG1xvgV63z5jw?e=PgaK0G)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 |
| Motivate students in “At Risk” to improve attendance | Regular attendance meetings with SSLTiger tickets to motivate studentsProvide list of “At Rish/Chronic” students from previous year.Staff engages daily with students and specifically encourages students with a history of absenteeism.Each month the class with the top attendance will get recognition luncheon and traveling trophy. | Clear communication with students and families regarding attendance dataIntentional positive interactions with designated studentsProvide staff with Attendance Dashboard data regularlyPost pictures of classrooms with highest attendance rate each month | School Wide  | Attendance Celebrations, Attendance Dashboard | How to use Attendance Dashboard DataShare strategies for creating positive communications with familiesSSL presentation sharing overall process |
| Grade Level | Weekly/Monthly attendance meetingsIndividual (Chronic Student) tracking |