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| **[Problem Statement:](https://omahaps.sharepoint.com/:w:/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/:w:/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/:f:/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/:f:/s/OPS-SI/EmVDg8gVnI9NqO6wsSvpbRwBMylQCT_sNDZQ2pIToCdrKw?e=WDRUkY) |
| Active Learning Strategies and Scaffolds | Implement engagement and student discourse strategies that include reading, writing, listening, and speaking  Intentional Lesson planning scaffolds & differentiation, and checks for understanding | Support provided by leadership through coaching and feedback  Frequently review coaching data and develop PD based on results  Scaffold instruction  Increase student engagement and opportunities to practice/respond  Gradual Release | School Wide | Coaching data  ELEOT observations | Kagan Strategies  Active Learning vs. Compliance  Scaffolds – 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 Literacy  Provide Professional Development using the resources  Implement protocols for accessing complex text | Fidelity to the curriculum  Provided support through coaching and feedback through coaching look fors  Effective use of Gradual Release of Responsibility | School Wide | Coaching Data with low inference data of Structured Literacy and evidence of constructing arguments using complex text  Coaching Data | Curriculum Professional Learning trainings on protocols  Foundational skills and Structured Literacy data training  Interventions |
| Grade Level | Pre and Post Structured Literacy Inventory for each module |
| Backwards Plan using HMH Module and enVision Topic Assessments | Grade Level Meetings  Complete topic/module assessments identifying areas of misconceptions  Identify lessons aligning with topic/module assessment questions  Plan whole and small group instruction | Analyzing work from target student group  Modifying lesson to address student misconceptions  Review data regularly  Collaborative Planning during PLC  Review 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 patterns  Student Work Analysis  Formative Assessment data/Interventions |  |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/:w:/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/:w:/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/:f:/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/:f:/s/OPS-SI/EmVDg8gVnI9NqO6wsSvpbRwBMylQCT_sNDZQ2pIToCdrKw?e=WDRUkY) |
| Backwards Plan using HMH Module and enVision Topic Assessments | Grade Level Meetings  Complete topic/module assessments identifying areas of misconceptions  Identify lessons aligning with topic/module assessment questions  Plan whole and small group instruction | Analyzing work from target student group  Modifying lesson to address student misconceptions  Review data regularly  Collaborative Planning during PLC  Review 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 patterns  Analyzing 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 resources  Implement protocols for accessing complex text | Fidelity to the curriculum  Provided support through coaching and feedback  Effective 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 protocols  Progress Monitoring  Intervention |
| Grade Level | Formative and Summative Assessments  Student work, Task Analysis, Depth of Knowledge questions |
| Engagement Strategies and Scaffolds | Implement engagement and student discourse strategies that include reading, writing, listening, and speaking  Intentional Lesson planning scaffolds and checks for understanding  Collaborating with EL and classroom teachers | Support provided by leadership through coaching and feedback  Frequently review coaching data and develop PD based on results  Scaffold instruction  Increase student engagement and opportunities to practice/respond  Gradual Release | School Wide | Coaching data | Kagan Strategies  Engagement vs. Compliance  Scaffolds – 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/:w:/s/OPS-SI/EXpu7RKtOmVDr-nKJNzP2vUBD5IjENCCf80bRAom4Kp8Iw?e=XKCrJE)** At Harrison Elementary, 11% of students are considered chronically absent. | | | | | |
| [Root Causes:](https://omahaps.sharepoint.com/:w:/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/:f:/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 SSL  Tiger tickets to motivate students  Provide 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 data  Intentional positive interactions with designated students  Provide staff with Attendance Dashboard data regularly  Post pictures of classrooms with highest attendance rate each month | School Wide | Attendance Celebrations, Attendance Dashboard | How to use Attendance Dashboard Data  Share strategies for creating positive communications with families  SSL presentation sharing overall process |
| Grade Level | Weekly/Monthly attendance meetings  Individual (Chronic Student) tracking |