

PAWNEE ELEMENTARY 2024-2025 School Improvement Plan



Pawnee Elementary Problem of Practice 2024-2025

According to our data, our reading achievement has decreased in grades K-2 from 41% to 36% and in grades 3-5 from 43% to 38% of our students reading at grade level or above. Our ELPA scores show that students are usually successful in speaking and listening; however, our students need more opportunities to write about reading using evidence to support their thoughts and ideas. With over one-third of our students classified as EL, we must create thoughtfully scaffolded lessons that expose our students to grade-level opportunities in reading and writing, while also meeting their varied accessibility levels.

We have been focused on backwards planning using the HMH module assessments to create a common understanding of expectations for student work. Teachers analyzed the assessments together and discussed skills that students needed to master. When analyzing student work, the rigor matched the level of expectation in the standard on varying levels. In some classrooms work was over scaffolded, teachers were doing the majority of the thinking. In some classrooms, teachers pre-planned differentiated (thoughtfully scaffolded) opportunities to meet the varying needs of students, therefore creating rigorous learning challenges for students.

STUCK POINTS:

Overall last year, we implemented the guaranteed & viable curriculum (HMH) in all classrooms school wide; however, the rigor and “just-right” scaffolding along with pre-planned checks for understanding was implemented in some classrooms and not implemented in others.

This year our academic grade-level leaders (ILT) have expressed that many of our students are not able to read the grade-level text and we are expected to teach the guaranteed and viable curriculum, even when it is beyond the students’ reading abilities. Teachers need support in teaching grade level curriculum to students who are not reading at grade level.

Our students are stuck with producing grade-level writing to demonstrate their understanding of the grade-level reading (in all content areas).

Our leadership team is stuck on how to support all teachers to purposefully plan and implement the best practice scaffolds for reading and writing into all classrooms and all content areas with fidelity.

FOCUS QUESTIONS

1. What is the learning task (success criteria) that will allow us to see if students can independently meet the grade level standards?
2. What scaffolds (visuals, sentence frames, word banks, connecting background knowledge with new learning) will we implement during modeled, shared, guided portions of the lesson to support our students toward independent, rigorous learning tasks.
3. What thoughtful questions, checks for understanding, and engagement strategies will we embed in the lesson design to maximize the % of students who are able to complete the independent learning task?

THEORY OF ACTION

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If we focus on the standards and success criteria of our lessons and analyze the rigor of the learning tasks we assign students, we can design purposeful questions, engagement activities and checks for understanding to build students’ readiness for the rigorous formative and summative tasks they will complete to demonstrate their independent learning.

If the Principal Supervisors	Then the Principal will be able to	Then the Teachers will be able to	So that students will be able to
Provides feedback on professional learning and conducts collaborative coaching visits with feedback for the principal...	Lead PD on how to unpack the standards, align with resources, to support teachers in designing “just-right” scaffolds during staff workshops and GL collaboration sessions.	Collaboratively plan lessons aligned to the GL standards and prioritize the curriculum resources- that align to the rigor of the standards, embedding rigorous, appropriately scaffolded learning tasks to meet the standards.	State their goal for learning. Be engaged in talk, read, talk, write opportunities throughout the lesson. Produce and demonstrate rigorous learning products that meet the learning standards.

What will success look like? What will students, teachers, principal and principal supervisor be saying and doing at the close of this cycle if students are making process with the identified Student Problem of Learning?

Principal Supervisor Practice	Principal practice:	Teachers practice	Student learning
Reviewing professional learning materials, attending our GL collaboration sessions, collecting evidence of what the principal is saying and doing to impact teacher practices and student learning, provide feedback to principal with highlights and next steps.	Implementing planning protocols during GL collab sessions to ensure teachers are reflecting on grade level standards, success criteria, and student tasks that are rigorous (and appropriately scaffolded). Collecting evidence of what teachers and students are saying/doing during classroom visits and providing highlights and next steps to teachers.	Discussing GL standards and tasks during planning sessions, planning/designing lessons/questions/tasks for students to master the rigor of the success criteria. Lessons will include grade level texts, text dependent questions & tasks that allow students to do most of the thinking.	Actively engaged in tasks throughout the lesson that include speaking, listening, reading and writing aligned to the success criteria. Able to describe the learning goal.

How will success be measured? What qualitative and quantitative sources of data do we plan to collect throughout this cycle to show impact?

Principal Supervisor	Principal	Teachers	Students
Continue to support the growth and learning of the principal to allow her to better support the growth and learning of teacher.	Will be intentional with the professional develop and collaboration time provided to staff, keenly focusing our time together on learning, discussing and analyzing GL content standards, rigor learning task design, and implementation of just-right scaffolds to meet the differentiated needs of all teachers in the lesson design process.	Will develop talk, read, talk, write protocols/just-right scaffolds, and checks for understanding that allow them to make real-time adjustments to instruction to meet the learning needs of their students. As teachers make the protocol their own, they will transfer the strategies across content areas in their daily teaching. Teachers will be more open to sharing and implementing rigorous tasks designs. Coaching visit data and ELEOT data will show growth.	Will transfer learned skills/strategies tackle complex text to future tasks. Will be able to state their learning goals/success criteria. Will develop stamina and motivation for learning rigorous skills. Will grow in their performance on standards-based assessments.

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Throughout our Improvement Days and Staff Workshops:

We will provide professional development of explicit strategies to improve comprehension and interpretation of complex texts/complex learning tasks (Success criteria, “just-right” scaffolds to support students’ reading and writing, *Talk, Read, Talk, Write* and Mrs. Dow, EL Teacher, will support all grade level meetings sharing the EL supports for HMH through SharePoint and how we may implement the supports during instruction). Additionally, on school improvement days, staff will have time to apply the learning by collaborating and planning with their grade-level team.

Throughout our Grade Level Collaboration:

1. We will design lesson plans embedding the explicit strategies we’ve learned.
2. We will bring back student work/videos of student products that demonstrate our implementation of the lessons we designed with the team.
3. We will analyze the student work for rigor/meeting state standards/including just-right supports.
4. We will have respectful, honest discussions about student work with the goal of improving our teaching craft to meet the needs of our students.

Over the course of this year:

We will strengthen our lesson design, self-confidence, and trust with one another, we will move into Peer Instructional Rounds to further develop our instructional craft.

Goal: Pawnee READING achievement will increase by 5%: K-2 students will increase MAP reading proficiency from 36% to 41% and Grades 3-5 will increase NSCAS reading proficiency from 38% to 43%.

Strategy:	Actions:	Success Criteria:	Progress/Outcomes	Professional Development:
What will we focus on to achieve our goal-our commitments?	To do list: things we need to do to implement our strategies (Lead with a verb)	What are we expecting to see and hear from the leadership team and teachers?	What evidence will we use to monitor student progress?	What will you teach to support effective strategy implementation?

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<p>Staff meetings and grade-level meetings focused on best practices for reading instruction.</p> <p>Build staff commitment to belief that we are all teachers of reading and our belief in students' ability to succeed will drive achievement (Hattie 1.57 effect size—Collective Teacher Efficacy)</p> <p>Book study/Articles from Books: Talk Read Talk Write EL Excellence Every Day The Success Criteria Playbook Onboarding Teachers</p> <p>Inform and Engage parents with literacy supports at home through Title One events, quarterly parent engagement activities, and monthly newsletters.</p>	<p>Pawnee Professional Development focus on literacy:</p> <ul style="list-style-type: none"> - Focus staff workshops on literacy strategies to support literacy best practices-EL and Special Instruction scaffolds, and strategies discussed in the books Talk, Read, Talk, Write and Close Reading of Complex Texts - Implement PLAN, DO, CHECK, ACT with fidelity throughout the school year. <p>Design engaging lessons during grade-level meetings (build prior knowledge, purposeful questions, scaffolds, visuals, writing opportunities w/ a student engagement focus</p> <ul style="list-style-type: none"> - Analyze student work/assessments collaboratively to determine strengths and gaps for reteaching during grade-level meetings - Observe colleagues in action (peer observations) <p>-Leadership coaching visits to support literacy focused student engagement strategies.</p> <p>Commit to a mindset of HIGH EXPECTATIONS for our learners. All students can!</p> <p>K-2: Personalize Structured Literacy Instruction to increase engagement and meeting literacy needs of our Pawnee students. Model, Observe, Partner Teach, to develop strong structures for Structured Literacy Instruction K-2: Expose students to all types of literature through Take Home Book Bags (new bag of books each week checked out to each student). 3-5: Construct arguments using complex text; Design lessons that promote literacy skills: speaking, listening, reading and writing, through collaborative lesson design and student artifact analysis. All Grades: Implement strategies from Talk, Read, Talk, Write and Close Reading of Complex Texts.</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> - Demonstrated and teach parents about literacy strategies to support reading at home - Communicate (Spanish & English) with weekly/monthly information, pictures & videos sent home through Smore/Seesaw (from the teachers and principal) 	<p>Leadership team:</p> <ul style="list-style-type: none"> - Principal, IF, Teacher Leaders and EST will present PD to support teacher lesson designs and best practices in literacy instruction (backwards planning, assessment review & reflection, Teacher learning practice protocol for sharing artifacts, evaluating student work, Best Practices for Literacy Instruction) at Faculty Workshops (whole group, once per month) -Leadership Coaching visits to support implementation of lesson design and engagement strategies - Principal & IF will guide grade level teams through the processes of backwards planning, lesson design and student artifact eval. twice per month; developing structures with the teachers so they are able to fully take over the responsibilities of grade level meetings by second semester -Grade-level Aligned Staff Workshops (K-2 & 3-5, once per month) will allow cross grade level sharing of strategies and student work in all content areas, with a focus on the standards across grade levels and high expectations. - Principal & IF will lead quarterly parent engagement activities for parents focused on literacy. Quarterly Morning Parent Events (9-10AM): Let's Look at Literacy! Parents will have a snack and a short presentation of what we are going to see in the classrooms. Then we will visit classrooms involved in literacy activities. Short debrief, Q&A. <p>Weekly/Monthly Newsletters with curriculum information for families from teacher and principal. Principal will also include information about attendance, literacy, involvement opportunities (each month). Handout, Smore, Seesaw</p> <p>All teachers:</p> <ul style="list-style-type: none"> - Collaborating and Cohesive Cooperation-schoolwide expectations of complete sentences, collaborative grading using explicit rubrics/writing models and lesson design - Attending faculty workshops to learn and grade level meetings to implement strategies of backwards planning, assessment review & reflection, best practices for reading instruction, -Teachers sharing artifacts, evaluating student work, and offering ideas, strategies for meeting students' learning needs. - Teachers taking on the planning and agenda setting for future grade level meetings with IF & Principal support. <p>Lesson planning:</p> <ul style="list-style-type: none"> - Teachers will note in teacher's manual or lesson plans the areas where students might struggle, most need-to-know information, questions, engagement strategies and scaffolds most useful to their students when teacher content. <p>Data Digs: Part of each grade level plan time. Data from weekly, module, and MAP assessments will be analyzed. Cross grade level meetings will analyze other data to drive decisions</p> <p>Goal setting:</p> <ul style="list-style-type: none"> - Students implement goal setting (led by teacher) with fall MAP, Amira benchmark, Lexia, Successmaker, and weekly formative assessments. - Teachers analyzing students' progress towards goals. 	<p>ELEOT Data Structured Lit. Assessments Formative assessments:</p> <ul style="list-style-type: none"> - Student artifacts - K-2 end of lessons 5-day assessment - RazPlus/Learning A-Z partner activities (supported by EL program) <p>Lesson plan designs HMH Module Assessments Student work from other content areas Student written responses to all content areas. MAP Data NSCAS Data</p>	<p>Grade-level meetings focused on backwards planning of HMH Module—Lesson Design (includes text tagging, purposely planned questioning and engagement strategies). Specifically analyzing literacy skills/concepts that may be difficult for students and planning strategies to scaffold the learning of the skills/concepts.</p> <p>EL Teacher will support grade level planning by sharing strategies from the EL Notebook and EL Best Practices</p> <p>Staff Workshops focused on literacy best-practices across all grades/content areas to support EL, Special Ed, and all students achievement.</p> <p>2-Hour Delayed Start Days designed for cross-grade level planning for all content areas, sharing of strategies across grades, and analyzing data to develop next steps.</p> <p>District Curriculum Days & School Based Curriculum Days focused on lesson design HMH, purposeful planning of how we make complex text assessable in science, social studies and math.</p>
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	<ul style="list-style-type: none"> - Organize literacy events in September & November specifically focused on strategies useful for families. - Invite families to learning walks in classrooms during the reading block (during school, led by principal & IF)-Quarterly - Share parent volunteer and involvement opportunities via multi-media 	<p>Student work/artifacts: SL 5 lesson assessments, HMH written responses, RAZplus formative assessments and written responses (partner assessments for critical skills), student work in all content areas.</p>		
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Goal: Attendance: By May 2025, we will decrease the baseline chronic absenteeism rate of 15.59% to 13.25%.

<p>Strategy: What will we focus on to achieve our goal-our commitments?</p>	<p>Actions: To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p>Success Criteria: What are we expecting to see and hear from the leadership team and teachers?</p>	<p>Progress/Outcomes What evidence will we use to monitor student progress?</p>	<p>Professional Development: What will you teach to support effective strategy implementation?</p>
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<p>Monthly celebrations recognizing student attendance goals and Cubs of Character.</p> <p>Targeting 2x10 relationship building check-ins and motivation/ incentives for our at-risk students right away at the beginning of the year.</p> <p>Principal and counselor scheduling family meetings with parents of at-risk student at beginning of year to strategize plan for improvement.</p> <p>Engage parents in attendance awareness: - Principal information handout at Meet the Teacher Night— highlighting importance of school attendance, effects of missing excess days or excess minutes each day due to late arrival, early pick up.</p> <p>Teachers will create classroom communities of trusting, caring and safe learning environments for all. Families will communicate absences with school and promote increased school attendance with their children.</p>	<p>Design classroom challenges to improve attendance. Plan dates and times to recognize attendance school-wide via monthly grade-level celebrations. Implement strong SEL activities to build safe, trusting classrooms. Call families to schedule meetings (in person, TEAMS, phone conference) to improve absences from school. Conduct bi-weekly attendance meetings to review attendance data.</p> <p>Use of social media (Seesaw, Facebook, emails) to communicate effects of school attendance.</p>	<p>Leadership: Communication of importance of attendance through weekly newsletters to all families and personal phone calls to families demonstrating attendance concerns to create a plan of action to improve attendance. Coordinating monthly recognition events with teachers across grade levels.</p> <p>Teachers: Strong SEL implementation in classrooms with morning meeting and classroom team building activities.</p>	<p>Bi-weekly attendance data review of attendance dashboard.</p> <p>Attendance goals sheet from our at-risk students.</p> <p>Counselor will provide data at bi-weekly attendance meetings.</p>	<p>Staff Workshops will incorporate SEL activities with staff that can be used in the classroom with students.</p> <p>Arrange 2x10's between at-risk students and preferred staff members.</p> <p>Counselor and Principal to plan recognition events with teacher input based on specials schedule.</p> <p>Provide information to staff and families that educates about the impact of attendance/lack of attendance on students' social emotion health and academic achievement.</p> <p>Use of "Attendance Works" data and information.</p>
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Goal: Increase Parent & Community Engagement

<p>Strategy: What will we focus on to achieve our goal-our commitments?</p>	<p>Actions: To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p>Success Criteria: What are we expecting to see and hear from the leadership team and teachers?</p>	<p>Progress/Outcomes What evidence will we use to monitor student progress?</p>	<p>Professional Development: What will you teach to support effective strategy implementation?</p>
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<p>Parent-Engagement events that provide parents with strategies they may implement at home to help their child.</p> <p>Increase family communication through social media and monthly newsletters</p>	<p>Design effective parent engagement events that provide parents with tools to support their child’s academic growth, increased attendance and social-emotional well-being.</p> <ul style="list-style-type: none"> Quarterly Morning Parent Events (9-10AM): Let’s Look at Literacy! Parents will have a snack and a short presentation of what we are going to see in the classrooms. Then we will visit classrooms involved in literacy activities. Short debrief, Q&A. Sharing parent volunteer and involvement opportunities in monthly newsletter/handout sent home. <p>Communicate monthly with families through Smore Newsletter sent through multiple communication avenues (email, FB, Seesaw, school website).</p> <p>Utilize both sides of our Pawnee outdoor sign to communicate Pawnee events to parents in both English and Spanish.</p> <p>Communicate events, ELA and Math focus for the module/unit, and pictures of kids from classrooms the week prior through Principal monthly newsletter, teachers will also have Weekly/monthly Newsletters with curriculum information for families.</p> <p>Provide bilingual liaisons for all school events.</p> <p>Increase PT conference attendance-Free scholastic book coupon for students who attend conferences with their parent</p> <p>Parent Engagement nights for literacy and math Trunk-o-Treat community event Holiday event in December, PTO Carnival in the spring.</p>	<p>Increased attendance at school events.</p> <p>Parents expressing their feelings of welcomeness to our school and safety and care of their children.</p> <p>Parents actively engaging with our school and classrooms.</p>	<p>Annual Climate Survey</p> <p>Quarterly survey to staff and families to “see how we’re doing”.</p> <p>PT Conferences (goal of 100% attendance)</p> <p>Parent Engagement nights for literacy and math. Trunk-o-Treat community event Holiday event in December Spring Fundraiser</p>	<p>Leadership will model and demonstrate effective and frequent communication from school to home.</p> <p>Leadership will support teachers in communicating with families.</p> <p>Leadership will provide bilingual communication to families.</p> <p>High expectations of teachers to have frequent communication from school to home.</p> <p>South Omaha Learning Community presentation to staff and joining us at family events.</p>
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Goal: Increase our school staff connectivity and trust

Strategy:	Actions:	Success Criteria:	Progress/Outcomes	Professional Development:
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<p>Staff Workshops will consistently begin with an SEL activity to build staff connectedness.</p> <p>Promote Teacher Leaders in the building as presenters, model teachers, partner teachers in developing the craft and skills of all teachers in the building.</p> <p>Staff will promote and recognize the accomplishments of one another through use of "Click-it Claim-It" at staff workshops.</p> <p>Staff social activities within the school and school outings will promote connectedness.</p>	<p>Create multiple opportunities for staff to connect both in and outside of school. Design social activities within the school and school outings will promote connectedness.</p> <p>Conduct SEL activities at staff workshops to build staff connectedness.</p> <p>Promote teachers who have shown effective instructional strategies that consistently improve student outcomes as PD presenters, model teachers during instructional rounds, supporting staff as co-teachers and opportunities to support growth of teaching throughout our school.</p> <p>Promote and recognize staff accomplishments of one another through use of "Click-it Claim-It" at staff workshops.</p> <p>Articles and research will be shared through weekly staff smore and emails.</p> <p>Week-at-a-Glance will promote great things happening in our building and create strong communication bridge between and among classrooms.</p>	<p>Staff communicating with and asking one another for suggestions and ideas regarding instruction and classroom best practices.</p> <p>Leadership will encourage team decision making and problem solving.</p>	<p>Climate survey</p> <p>Quarterly survey</p>	<p>SEL activities at staff workshops</p> <p>Articles and research (Edutopia and other research-based information) will be shared through weekly staff smore and emails.</p>
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