**Pinewood**

**Session 1**

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| **Reflection & Planning for Priority 1**  **Focus Areas (Facilitators Guide Page 8-12 for data alignment):**  Elementary Reading on Grade Level | What’s working?   * Improvement in 21-22 scores from 20-21 on MAP and NSCAS ELA * Backwards planning at GLM 1st semester 21-22 * Online Assessments in ELA * Use of pacing guides * ELA small groups 2nd semester | How do we know? What other data might support our analysis of what’s working?   * Teacher data digs * Need to correlate electronic resources info with other assessments | Problem Statement:  Our staff needs additional work with backwards planning to:   * Analyze the level of knowledge required by the standards * Match assessment areas and depth to instruction throughout the units * Use assessment data to provide appropriate just in time scaffolding throughout the unit   Root Causes:   * Mismatch of what the standard is asking and instruction * Need to raise expectations of what is mastery of the standard * Students need to write more to demonstrate their understanding |
| ***Facilitators Guide Session 1:***  ***Page 14*** |
| What’s not working?   * Students not showing growth in writing * Growth from Fall to Spring not commensurate with comparison groups – making progress, but others are making more and our percentiles are falling | How do we know? What other data might support our analysis of what’s not working?   * Our students are not achieving at the level of knowledge required on assessments or in the standards |

Pinewood

**Session 2**

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| **Implementation Design for Priority 1 Academics (Step 1)**  Focus Area: | **Facilitators Guide Page 17 (Step 2)**  [**Goal Calculator**](https://omahaps.sharepoint.com/:x:/s/OPS-SI/Ee-EX5z7PYZEmPkIQdyoIu0BpbjdSliKj-9BrbWNgrrPqw?e=1XMyvJ)  **Three Year Goal**: Increase the percentage of students at or above the grade level mean RIT as measured by NWEA MAP ELA by 3% each year    **Annual Benchmarks**:  Year 1: 53.5  Year 2: 56.5  Year 3: 59.5 | Success Criteria: Evidence of Implementation (Step 5) | Professional Learning:  Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal. (Step 7) |
| **Facilitators Guide Page 32: Driver Diagram (Step 3)**  **Strategies:** Identify the strategies that will be used to achieve this goal.   * Backwards planning – connect standards and level of knowledge to assessments, find in daily lessons * Use assessment data to drive classroom instruction and differentiate learning | * Notes of conversations/data during GLM * Walkthrough data related to Pinewood Nonnegotiables * Evidence of backwards planning * Evidence in lesson planning of use of interim data for groups of students | * District Curriculum Day (August, Sept and February) * Backwards Planning and Standards Professional Development (August – May) * Time provided throughout year with support from TLC, IF and Principal to implement backwards planning |
| Actions: Identify the specific actions you will take in the implementation of each strategy. (Step 4) | Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection. (Step 6) |
| * Teachers will meet twice a month in GLM’s with principal and IF to backwards plan for the ELA modules with standards and assessments * Teachers will use assessment data from weekly, module, MAP, Amira, iRead, Lexia to drive classroom instruction and differentiate learning during small group and daily intervention time. | * Growth in MAP data * Usage data for iRead, Amira, Lexia shows students meeting district goals * Formative assessments * Data for iRead, Amira, Lexia shows growth (check monthly) |

**Session 3**

**& Ongoing**

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| **Quarter 1 Disaggregated Results for Priority 1**  **Academics**  Focus Area: | Are we on track toward our annual benchmark goal? | What action will we take based on these results? |
| For whom was our work an improvement? | Problem of Practice for Instructional Rounds: |

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| **Mid-Year Disaggregated Results for Priority 1 Academics**  Focus Area: | Are we on track toward our annual benchmark goal? | What action will we take based on these results? |
| For whom was our work an improvement? |

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| **Quarter 3 Disaggregated Results for Priority 1 Academics**  Focus Area: | Are we on track toward our annual benchmark goal? | What action will we take based on these results? |
| For whom was our work an improvement? | Problem of Practice for Instructional Rounds: |

**Session 1**

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| **Reflection & Planning for Priority 2**  **Focus Areas (Facilitators Guide Page 8-12 for data alignment):**  Staff Retention & Development | What’s working?   * GLMs twice a month * Aligning PD to SIP plan * Use of district pacing guides * Staff feel supported in academics and SEL | How do we know? What other data might support our analysis of what’s working?   * Climate surveys overall positive | Problem Statement:  We will continue to align our professional development and support to staff with our district curriculum, Pinewood Nonnegotiables, and our SIP.  Root Causes: |
| ***Facilitators Guide Session 1:***  ***Page 14*** |
| What’s not working?   * Things are working; we just need to continue making progress | How do we know? What other data might support our analysis of what’s not working?   * Teacher survey of what else they need to be successful |

**Session 2**

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| **Implementation Design for Priority 2 (Step 1)**  Focus Area: Alignment of SIP and professional support | **Facilitators Guide Page 17(Step 2)**  **Goal Calculator**  **Three Year Goal**: 90% of the staff will agree that professional development and support offered at Pinewood will support district curriculum, Pinewood nonnegotiables, and our school selected focuses.    **Annual Benchmarks**:  Year 1: 80%  Year 2: 85%  Year 3: 90% | Success Criteria: Evidence of Implementation (Step 5) | Professional Learning:  Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal. (Step 7) |
| **Facilitators Guide Page 32 (Step 3)**  **Driver Diagram**  **Strategies:** Identify the strategies that will be used to achieve this goal. (Focus on three.)   * Align PD and support with:   + District curriculum and pacing guides   + Pinewood Nonnegotiable Instructional Strategies   + SIP | * Walkthroughs show staff are using the Pinewood Nonnegotiable strategies consistently * Calendar of Staff Meetings and GLMs * Use of Forms and surveys to gather staff input | * District Curriculum Day (August, Sept and February) * Backwards Planning and Standards Professional Development (August – May) * Time provided throughout year with support from TLC, IF and Principal to implement backwards planning |
| Actions: Identify the specific actions you will take in the implementation of each strategy. (Step 4) | Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection. (Step 6) |
| * PD calendar includes staff meetings and GLM (GLM focus alternates between ELA and Math) * Walkthrough form aligned to Pinewood Nonnegotiables * Survey staff * Razzle – Focus on the Positive activities | * PD and activities completed at staff meetings and GLMs * Walkthrough data shared monthly |

**Session 3**

**& Ongoing**

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| **Quarter 1 Disaggregated Results for Priority 2**  Focus Area: | Are we on track toward our annual benchmark goal? | What action will we take based on these results? |
| For whom was our work an improvement? |

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| **Mid-Year Disaggregated Results for Priority 2**  Focus Area: | Are we on track toward our annual benchmark goal? | What action will we take based on these results? |
| For whom was our work an improvement? |

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| **Quarter 3 Disaggregated Results for Priority 2**  Focus Area: | Are we on track toward our annual benchmark goal? | What action will we take based on these results? |
| For whom was our work an improvement? |

**Session 1**

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| **Reflection & Planning for Priority 4**  **Focus Areas (Facilitators Guide Page 8-12 for data alignment):**  Increase Attendance & Reduce Behavior Events | What’s working?   * Attendance rate increased from 20-21 to 21-22 * Individual meetings with students/families of students at risk * Weekly attendance meetings * Check in Check out | How do we know? What other data might support our analysis of what’s working?   * Attendance data * Individual plans set up with individual students | Problem Statement:  We have students who continue to miss valuable days of instruction.  Root Causes:  Transportation  Illness  SEL |
| ***Facilitators Guide Session 1:***  ***Page 14*** |
| What’s not working?   * Students often are not in control of their attendance | How do we know? What other data might support our analysis of what’s not working? |

**Session 2**

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| **Implementation Design for Priority 4 (Step 1)**  Focus Area: Increasing Attendance | **Facilitators Guide Page 17**  **Goal Calculator (Step 2)**  **Three Year Goal**: Increase the number of students with less than 9 absences per year by 2% each year. (Baseline 79.1%)    **Annual Benchmarks**:  Year 1: 81.1%  Year 2: 83.1%  Year 3: 85.1% | Success Criteria: Evidence of Implementation (Step 5) | Professional Learning:  Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal. (Step 7) |
| **Facilitators Guide Page 32 (Step 3)**  **Driver Diagram**  **Strategies:** Identify the strategies that will be used to achieve this goal. (Focus on three.)   * Weekly attendance meetings * Increase focus on positive start to the day (morning announcements, morning meetings) * Full time counselor will pull small groups | * Quarterly attendance data * Check in check out data | * August – review morning meeting resources * SEL |
| Actions: Identify the specific actions you will take in the implementation of each strategy. (Step 4) | Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection. (Step 6) |
| * Weekly attendance meetings * Daily announcements with focus on ROAR * Use of district resources for morning meetings * Small groups with counselor as needed * Individual conferences/plans as needed * Check-in Check out | * Quarterly attendance data * MTSSB committee notes |

**Session 3**

**& Ongoing**

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| **Quarter 1 Disaggregated Results for Priority 4**  Focus Area: | Are we on track toward our annual benchmark goal? | What action will we take based on these results? |
| For whom was our work an improvement? | What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings? |

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| **Mid-Year Disaggregated Results for Priority 4**  Focus Area: | Are we on track toward our annual benchmark goal? | What action will we take based on these results? |
| For whom was our work an improvement? | What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings? |

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| **Quarter 3 Disaggregated Results for Priority 4**  Focus Area: | Are we on track toward our annual benchmark goal? | What action will we take based on these results? |
| For whom was our work an improvement? | What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings? |