**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
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 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/%3Ax%3A/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: 56.5Year 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)
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**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
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**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
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**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: TransportationIllnessSEL |
| ***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
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**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? |