

School: Washington Elementary

Session 1

<p><b>Reflection &amp; Planning for Priority 1 Focus Areas (Facilitators Guide Page 8-12 for data alignment):</b></p> <p>Elementary Reading on Grade Level</p>	<p>What's working?</p> <ul style="list-style-type: none"> <li>-Common plan time/team time</li> <li>-Professional development during team time and staff meetings</li> <li>-Kdg –2<sup>nd</sup> Grade strengths are foundational skills</li> </ul>	<p>How do we know? What other data might support our analysis of what's working?</p> <ul style="list-style-type: none"> <li>-Teachers have time to plan and talk through instruction and best practices they are using in their classroom.</li> <li>-Staff PD implementation is evident in classrooms through coaching visits.</li> <li>-GLMs we discuss pacing and backwards planning</li> </ul>	<p>Problem Statement:</p> <p>54% of students are not meeting targeted goals for reading on grade level.</p> <p>Spring 2023-2024 MAP ELA</p> <p>Root Causes:</p> <p>Behaviors</p> <p>Attendance</p> <p>Students are not reading books, only using technology</p>
<p><b>Facilitators Guide Session 1: Page 14</b></p>	<p>What's not working?</p> <ul style="list-style-type: none"> <li>-Pacing of instruction</li> <li>-Utilizing data to drive instruction</li> <li>-Being consistent with digital resources</li> <li>-not relying solely on technology</li> </ul>	<p>How do we know? What other data might support our analysis of what's not working?</p> <ul style="list-style-type: none"> <li>-Data driven instruction</li> <li>-Usage of digital resources was inconsistent among grade levels</li> <li>-46% of Washington students are reading on grade level</li> </ul>	

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**Session 2**

<p><b>Implementation Design for Priority 1 Academics (Step 1)</b></p> <p>Focus Area: Reading On Grade Level</p>	<p><b>Facilitators Guide Page 17 (Step 2)</b> <a href="#">Goal Calculator</a> <b>Three Year Goal:</b> Increase Grade Level Reading by 7% in 3 years.</p>	<p>Success Criteria: Evidence of Implementation (Step 5)</p>	<p>Professional Learning: Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal. (Step 7)</p>
<p><b>Facilitators Guide Page 32: Driver Diagram (Step 3)</b> <b>Strategies:</b> -Continue with GLMs that are specific to data driven instruction -One GLM per ten-day cycle on curriculum/pacing -Backwards planning from assessments -One GLM per ten-day cycle on data -Reviewing the module assessments -Peer Observations -K-2 Structured Literacy 3-5 Complex Text</p>	<p><b>Annual Benchmarks:</b> Year 1: Increase by 3.2% to 49.2% Year 2: Increase by 3.45% to 52.65% Year 3: Increase by 3.69% to 56.35%</p>	<ul style="list-style-type: none"> <li>• Lesson plans are uploaded onto OneNote</li> <li>• Student data is shared at GLMs</li> <li>• Benchmarking students in fall and spring</li> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team (Principal, IF, ELA committee will facilitate backwards planning PD during GLMs</li> <li>• Vertical collaboration between grade levels to increase knowledge of instruction.</li> </ul>
	<p><b>Actions:</b> Identify the specific actions you will take in the implementation of each strategy. (Step 4)</p>	<p>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)</p>	
	<ul style="list-style-type: none"> <li>• Follow structure for GLMs with curriculum and data</li> <li>• Continue with PD for acceleration of learning in the classroom</li> <li>• Progress Monitoring by using a triangulation of data</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Monitor Module Assessments</li> <li>• Utilize Amira and iRead to measure progress during GLMs</li> <li>• MAP Testing</li> <li>• NSCAS</li> </ul>	

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	<ul style="list-style-type: none"><li>• Coaching visits based on curriculum instruction with rigor</li></ul>		
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**Omaha Public School Comprehensive School  
Improvement Plan**



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**Session 3  
& Ongoing**

<b>Quarter 1 Disaggregated Results for Priority 1 Academics</b>  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:

<b>Mid-Year Disaggregated Results for Priority 1 Academics</b>  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?	

<b>Quarter 3 Disaggregated Results for Priority 1 Academics</b>  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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**Session 1**

<p><b>Reflection &amp; Planning for Priority 2 Focus Areas (Facilitators Guide Page 8-12 for data alignment):</b></p> <p>Staff Retention &amp; Development</p>	<p>What's working?</p> <ul style="list-style-type: none"> <li>-30 Ways to Say Yay</li> <li>-Staff recognition during meetings</li> <li>-Common plan time</li> <li>-Check in on each individual staff member at least 3 times per year, September, December and August</li> <li>-Create PD that staff is interested in and wants to share own knowledge</li> <li>-Open Communication/transparency</li> </ul>	<p>How do we know? What other data might support our analysis of what's working?</p> <ul style="list-style-type: none"> <li>-All teaching staff returning</li> <li>-Climate Survey reflects that staff are supported</li> </ul>	<p>Problem Statement: Maintain the positive culture at Washington.</p> <p>Root Causes:</p>
<p><b>Facilitators Guide Session 1: Page 14</b></p>	<p>What's not working?</p>	<p>How do we know? What other data might support our analysis of what's not working?</p> <ul style="list-style-type: none"> <li>-Teachers frustrated with workload and behaviors</li> </ul>	

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**Session 2**

<b>Implementation Design for Priority 2 (Step 1)</b>  Focus Area:	<b>Facilitators Guide Page 17(Step 2)</b> <b>Goal Calculator</b> <b>Three Year Goal:</b> Aligned to the strategic plan of action (See FG page 8 for data points to consider.) Includes SPOA stated goals.	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)
<b>Facilitators Guide Page 32 (Step 3)</b> <b>Driver Diagram</b> <b>Strategies:</b> Identify the strategies that will be used to achieve this goal. (Focus on three.)	<b>Annual Benchmarks:</b> Year 1: Year 2:		
	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)	

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<b>Quarter 1 Disaggregated Results for Priority 2</b>  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?	
<b>Mid-Year Disaggregated Results for Priority 2</b>  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?	
<b>Quarter 3 Disaggregated Results for Priority 2</b>  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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<p><b>Reflection &amp; Planning for Priority 4 Focus Areas (Facilitators Guide Page 8-12 for data alignment):</b></p> <p>Increase Attendance &amp; Reduce Behavior Events</p>	<p>What's working?</p> <ul style="list-style-type: none"> <li>-Classroom recognition for primary, intermediate and most improved attendance</li> <li>-Attendance Team meets on a weekly basis</li> <li>-Individual recognition for consistent attendance</li> <li>-School wide incentive (Cool Cats) for following school wide MTSS-B plan.</li> <li>-School-Wide recognition for meeting Cool Cats goals</li> <li>-Reteaching of Washington expectations as needed</li> <li>-MTSS-B Teams-Tier I and Tier II meets regularly</li> <li>-MTSS-B updates at staff meeting and PD days</li> </ul>	<p>How do we know? What other data might support our analysis of what's working?</p> <ul style="list-style-type: none"> <li>-Students are excited to earn awards</li> <li>-Minimal number of office and PAC referrals</li> </ul>	<p>Problem Statement:</p> <ul style="list-style-type: none"> <li>-Green attendance should be increased</li> <li>-Students coming to school every day, on-time and staying all day</li> </ul> <p>Root Causes:</p> <ul style="list-style-type: none"> <li>-Transportation from non-HAA students</li> </ul>
<p><b>Facilitators Guide Session 1: Page 14</b></p>	<p>What's not working?</p> <ul style="list-style-type: none"> <li>-Complete implementation of Check-in/Check-out</li> <li>-Minor behavior data consistently updated</li> </ul>	<p>How do we know? What other data might support our analysis of what's not working?</p> <ul style="list-style-type: none"> <li>-Increasing implementation of 4:1 positives school wide.</li> </ul>	

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**Session 2**

<b>Implementation Design for Priority 4 (Step 1)</b>  Focus Area: Increase Attendance in Green Area	<b>Facilitators Guide Page 17 Goal Calculator (Step 2)</b> <b>Three Year Goal:</b> Aligned to the strategic plan of action. Includes SPOA stated goals.	Success Criteria: Evidence of Implementation (Step 5)	<b>Professional Learning:</b> Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal. (Step 7)
<b>Facilitators Guide Page 32 (Step 3) Driver Diagram</b> <b>Strategies:</b> Identify the strategies that will be used to achieve this goal. (Focus on three.)  -Weekly Attendance Meetings are a priority  -Working with SSL and Counselor to identify students that are in orange or red  -Open communication with parents about the importance of attending school every day		<b>Annual Benchmarks:</b> Year 1: Year 2:	
	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)	
	<ul style="list-style-type: none"><li>Identify students that are missing school, even when they are called in for an illness</li><li>Communicate call parents before students hit milestones for 10, 15, 20 days</li></ul>	<ul style="list-style-type: none"><li>Weekly updates during Attendance meetings</li><li></li></ul>	

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<b>Quarter 1 Disaggregated Results for Priority 4</b>  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?
<b>Mid-Year Disaggregated Results for Priority 4</b>  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?
<b>Quarter 3 Disaggregated Results for Priority 4</b>  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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