**Western Hills Magnet Elementary School 23-24**

**Session 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reflection & Planning for Priority 1**  **Focus Areas (Facilitators Guide Page 8-12 for data alignment):**  Western Hills Magnet ELA- 4% more kindergarten through third grade students who will read on grade level as measured on standardized district assessments. | What’s working?  22-23-\*48% of 3rd Grade students are meeting or above standards in the areas of main idea and analysis on the NWEA-MAP- ELA Growth Test.    \*Grade Level Meetings (GLM’s)  \*Common Plan and school-wide instructional schedule  \*Instructional Coaching | How do we know? What other data might support our analysis of what’s working?  \*Formative and Summative Assessments in Into Reading Curriculum  \*NSCAS Main Idea Data  \* Classroom artifacts and evidence of student learning  \*Coaching conversations and coaching visits | Problem Statement:  **22-23 Teachers are not following the ELA framework with fidelity. 48% of K-5 teachers report that they are using Literacy Framework with 100% fidelity.**  49% of Kdg-3rd grade students are not meeting expected growth goals on the ELA NWEA MAP  Root Causes:  \*Gaps in learning throughout past 3 years  \*Poor Attendance of in-person learning and after school support/summer school throughout past 3 years  \*Lack of Mastery in instructional practice due to new curriculum. |
| ***Facilitators Guide Session 1:***  ***Page 14*** |
| What’s not working?  \*52% of the 3rd grade students were not meeting or above the NWEA- MAP EL Growth Test.  \* Consistency in student performance on assessments  \*Use of Literacy Framework with 100% fidelity. | How do we know? What other data might support our analysis of what’s not working?  \*Formative and Summative Assessments in Into Reading Curriculum  \*NSCAS Data |

**Western Hills Magnet Elementary School 22-23**

**Session 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Implementation Design for Priority 1 Academics (Step 1)**  Focus Area: 4% more of K-3 students will be on track in reading | **Facilitators Guide Page 17 (Step 2)**  [**Goal Calculator**](https://omahaps.sharepoint.com/:x:/s/OPS-SI/Ee-EX5z7PYZEmPkIQdyoIu0BpbjdSliKj-9BrbWNgrrPqw?e=1XMyvJ)  **Three Year Goal**: Aligned to the strategic plan of action. Includes SPOA stated goals.  \*Increase K-3 graders ELA- NWEA on track by 4% from 38%-42% and 4-6 from 31%-35%.  **Annual Benchmarks**:  22-23-  Year 1: K-3 = ELA NWEA- “Grades Report” in MAP- GOAL K-3=38% to 42%  Results  K=43%  1st= 34%  2nd=37%  3rd=47%  =40% which is a 2% increase  22-23  22-23 Year 1: 4th-6th ELA NWEA- “Grades Report” in MAP- GOAL-4th-6= 31% to 35%  4th= 37%  5th= 48%  6th= 25%  = 37% which is an increase of 6%  4% increase Year 1 (38% to 42%)  And 31%-35%  Year 2:  Year 2: K-3 = ELA NWEA- “Grades Report” in MAP- GOAL K-3  Increase from 40% to 42%  Year 2: 3rd-6th =ELA NWEA –“Grades Report” in MAP – Goal 4-6h  Increase from 37% to 40% | 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.  \*Guarantee Viable HMH Curriculum  \*Learning Goals with Success Criteria  \*Engagement Strategies  23-24-  \*Academic Convesations -EL Literacy  \*Backwards Planning | * Lesson plans and walk- through data showing evidence of reading practices and intentionality * Progress monitoring evident in plans -bi-monthly * Backwards Planning on HMH modules | * Task analysis of common assessments: What do we want students to know and be able to do? How will we see and measure evidence in student performances? * Increase capacity of reading best practices through engagement and use of curriculum * Academic Conversations & 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) |
| * Analysis of Common Assessments (Amira Data) * Specific Coaching Feedback/Walk throughs * NWEA- MAP analysis of data * Staff Meetings PD and GLM planning pd | * Bi-monthly at grade level meetings – improved performance on common assessments |

**Western Hills Magnet Elementary School 22-23**

**Session 3**

**& Ongoing**

|  |  |  |
| --- | --- | --- |
| **Quarter 1 Disaggregated Results for Priority 1**  **Academics- Teachers are not following the ELA framework with fidelity. Start of Year:**  **\*48% of K-5 teachers report that they are using Literacy Framework with 100% fidelity.**  **\*Quarter 1- Rating Scale- 75/130- 58% percent of teachers are using framework with Fidelity.**  Focus Area: | Are we on track toward our annual benchmark goal?  Yes, on track that using framework with help students improve- | What action will we take based on these results?  Continue to utilize HMH assessments to create data informed small group instruction. |
| For whom was our work an improvement?  Students- using HMH assessments so data can be analyzed for small group instruction | Problem of Practice for Instructional Rounds: |

|  |  |  |
| --- | --- | --- |
| **Mid-Year Disaggregated Results for Priority 1 Academics**  Focus Area: **Teachers are not following the ELA framework with fidelity.**  **of K-5 teachers report that they are using Literacy Framework with 100% fidelity.**  **\*End of Quarter 2 – 107/130=82% percent of teachers are using framework with fidelity-** | Are we on track toward our annual benchmark goal?  See above in Orange | What action will we take based on these results? |
| For whom was our work an improvement? |

|  |  |  |
| --- | --- | --- |
| **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: |

**Western Hills Magnet Elementary School 23-24**

**Session 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reflection & Planning for Priority 2**  **Focus Areas (Facilitators Guide Page 8-12 for data alignment):**  Staff Retention & Development | What’s working?  Staff feel that safety is a priority for the principal. Staff feel the principal is treating them with respect and professionally. | How do we know? What other data might support our analysis of what’s working?  DATA-  Principal Appraisal Data- “Principal treats staff with respect and professionally.” Response from staff was 100% -“yes”. | Problem Statement:  **Due to present pandemic stressors, staff are unable to regulate their social emotional needs first because they are focused on students’ needs.**  Root Causes:  \*Pandemic  \*Equity, social media, financial crisis, health crisis, technology overload, mental health, & pressure of learning loss.  \*Student social emotional response to learning/being present with others is a struggle due to time at home without social skills being used. |
| ***Facilitators Guide Session 1:***  ***Page 14*** |
| What’s not working?  The atmosphere of Western Hills is not always very as positive viewed by staff. | How do we know? What other data might support our analysis of what’s not working?  DATA-  Climate Survey- “The atmosphere of the school is positive.” Staff responded 4.13 which is down from last year of 4.75.  22-23 Data= 78% of staff felt that the school atmosphere is positive which is down from 83%. |

**Western Hills Magnet Elementary School 23-24**

**Session 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Implementation Design for Priority 2 (Step 1)**  Focus Area: Math  Increase at or above students on the NWEA-MAP “Grade Report” in the area of math. | **Facilitators Guide Page 17(Step 2)**  **Goal Calculator**  **Three Year Goal**: Aligned to the strategic plan of action  3 Year WH Goal- NWEA-MAP Grades Report at or above grade level  22-23 Spring- K-3 from 24.75% to 28%  22-23 Spring 4-6 from 24% to 28%    **Annual Benchmarks**:  Year 1: 22-23 Results:  K-3 Results  K-61%   1. 41% 2. 25% 3. 33%   Total =24.75%  4-6 Results   1. 27% 2. 34% 3. 12%   Total= 24.3%  Year 2: | Success Criteria: Evidence of Implementation (Step 5)  Western Hills will increase % of at or above % of students scoring on the NWEA-MAP Grades Report each year. | 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.) | * Western Hills will increase % of at or above % of students scoring on the NWEA-MAP Grades Report each year. | * Academic Conversations * 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) |
|  |  |

**Western Hills Magnet Elementary School 22-23**

**Session 3**

**& Ongoing**

|  |  |  |
| --- | --- | --- |
| **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? |

|  |  |  |
| --- | --- | --- |
| **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? |

|  |  |  |
| --- | --- | --- |
| **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? |

**Western Hills Magnet Elementary School 22-23**

**Session 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reflection & Planning for Priority 4**  **Focus Areas (Facilitators Guide Page 8-12 for data alignment):**  Increase Attendance & Reduce Behavior Events | What’s working?  Attendance: Incentives with Student of the Month and Incentives- Increase students who are not chronically absent.  Reduce suspensions from: 19-20 of 50 suspensions to 21-22 of 21 suspensions  22-23 -23 Suspensions | How do we know? What other data might support our analysis of what’s working?  Severe Chronic (red)- Decrease from 20-21 of 11.05% to 21-22 of 10.43%  GOAL: 21-22 data 31% of students had less than 5%  22-23 Data=  20-21=Severe Chronic = 11.05%  21-22=Severe Chronic= 10.43%  21-22-Severe Chronic= 31%  23-23 Went from 32.8 to 34-  Met goal by 9.55% | Problem Statement:  Due to students not attending their home attendance school, Western Hills is not close to their home  62.4% students (Data book) are not home attendance area. Students travel further to school.    Percentage of students in 4th and 5th grade are not chronically absent is decreasing.  Root Causes:  \*Transportation issues with bus  \*Rise is gas cost  \*Weather related |
| ***Facilitators Guide Session 1:***  ***Page 14*** |
| What’s not working?  Certain grade levels not improving as much as others- At risk and moderate are increasing at those grade levels. | How do we know? What other data might support our analysis of what’s not working?  Data shows that combined moderate (orange) absenteeism from 20.35% (21-21) to 22.99% (21-22) NOT MET in 22-23 with 24.56% and not chronic (Green) from 20-21 to 42.15% decrease to 31.28%. 22-23 MET with 37.43% |

**Western Hills Magnet Elementary School 22-23**

**Session 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Implementation Design for Priority 4 (Step 1)**  Focus Area: I*ncreasing students categorized as not-chronically absent.* | **Facilitators Guide Page 17**  **Goal Calculator (Step 2)**  **Three Year Goal**: Aligned to the strategic plan of action. Includes SPOA stated goals.  *By the Spring of 2025, improve students not chronically(green) absent by 3%. From 32.28% to 35.27%*  **Annual Benchmarks**:  Year 1: 32.28% to 33.25%  Year 2: 33.25% to 34.25%  Year 3: 34.25% to 35.27% | 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.)  *Continue: Bi-monthly Attendance Team meetings principal, school support liaison, counselor, attendance secretary and other staff appointed by the principal*  *Continue: Attendance Incentives and in-class rewards for spelling out ATTENDANCE ”*  *Deepen: Differentiation of incentives by level and effective practices around ROAR REWARDS.* | * *Incentive matrix aligned to each grade level.* * *Attendance Team agendas* * *Home visit notes and follow-up* * *Quantity of preventative and responsive home visits* | * *Home visits: Preventative vs Responsive* * *Fostering peer to peer relationships in the classroom* * *Restorative Practices in classroom* |
| 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) |
| * *Student survey to determine best incentives for attendance* * *Work with attendance team to develop incentive matrix*   *by grade level based on survey results.*   * *Attendance Committee reviews previous year’s attendance data to prioritize preventative home visits. Determine schedule for data review and visit cycle thereafter.* * *Develop positive/preventative home visit protocol and professional learning. Work with parents to co-design and get feedback.* | * *Attendance Dashboard to monitor excused/unexcused absences weekly by grade level* * *Attendance Dashboard to monitor ongoing attendance of those students’ families who have had home visits.* |

**Session 3**

**& Ongoing**

|  |  |  |
| --- | --- | --- |
| **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? |

|  |  |  |
| --- | --- | --- |
| **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? |

|  |  |  |
| --- | --- | --- |
| **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? |