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

**Session 1**

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| **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**

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| **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/%3Ax%3A/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% increase22-2322-23 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 Strategies23-24- \*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
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 **Western Hills Magnet Elementary School 22-23**

**Session 3**

**& Ongoing**

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| **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:  |

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| **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? |

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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: |

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

**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?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**

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| **Implementation Design for Priority 2 (Step 1)**Focus Area: MathIncrease 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 Results1. 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) |
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 **Western Hills Magnet Elementary School 22-23**

**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? |

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

**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: 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 suspensions22-23 -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**

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| **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.*
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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? |
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