**Instructional Vision of Excellence for Literacy**

***Liberty Elementary School***

A diagram of a school improvement

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**Overview:**

The purpose of this document is to outline a robust vision of excellence for whole-group reading, writing, and small group literacy instruction at Liberty Elementary School, in direct alignment with the OPS Learning Framework, the Dual Language Instructional Model Handbook, and other district-wide literacy resources. Our Vision of Excellence for Literacy seeks to integrate a variety of primary resources to describe the requisite learning culture, learning experiences, school conditions, and reflection and results we expect at Liberty Elementary. This document is meant to codify the most significant of these aspects of our vision but is not an exhaustive list. Our Vision of Excellence is a living document, accessible to and proactively communicated to all stakeholders in an appropriate manner, and regularly revisited and revised. At Liberty Elementary, we know that we are stewards of the cognitive, linguistic, and socio-emotional development of the children we serve. We created this school-specific Vision of Excellence for Literacy to outline the specific beliefs, aspects of the learning environment, teacher habits, student habits, learning outcomes, and school conditions necessary to ensure that our children have access to the highest quality literacy instruction. We know that with access to that high-quality literacy instruction daily, the students we serve will become the collaborators, communicators, critical thinkers, innovators, civic and global contributors, and resilient achievers that will lead in high school and beyond.

**Our Top 13 Core Beliefs about Literacy:**

1. We believe students need authentic opportunities to make meaning of and interact with complex texts, both as a reader and writer, during each school day.
2. We believe that language is intimately connected to culture, and that we, as teachers, have a responsibility to support and honor students’ cultural and socio-linguistic development. We believe that all students deserve the opportunity to develop their receptive and productive language skills in a safe and supportive learning environment, and that multilingual learners (MLLs) thrive in a dual language academic setting.
3. We believe that, to support MLLs, teachers must plan instruction in a way that explicitly connects English and their native language.
4. We believe that students learn and grow when they regularly interact during whole group reading with texts that are both at and above their independent reading level, given appropriate scaffolding and support to make meaning of those texts.
5. We believe that students learn and grow when they regularly interact during small-group instruction with texts that are within their Zone of Proximal Development, developing the skills and strategies necessary for engaging in continually more complex texts.
6. We believe that students learn and grow when teachers use small group instructional time to both: 1) engage children in reading and writing in smaller groups with more opportunities for practice within their ZPD, as well as to 2) provide children with an opportunity to engage in independent tasks that have visible and measurable outcomes, such as:
   1. writing about reading aligned to grade-level content objectives
   2. fluency practice
   3. foundational skills practice
   4. technology-based literacy practice.
7. We believe that students learn and grow when they can engage regularly in independent writing about reading at the end of whole-group instruction. This affords children the opportunity to demonstrate their comprehension while also building their writing skills.
8. We believe students learn and grow as readers when they have regular access to literary and informational texts over each whole-group reading module.
9. We believe that teaching reading is an interdisciplinary effort and that building subject-specific background knowledge, in multiple languages and throughout the whole-group reading block, enhances reading comprehension in all subjects. We also believe that students need authentic opportunities to write about what they’re learning every day, across every content area.
10. We believe that children learn and grow as writers by engaging daily in both the process of writing and writing about what they read.
11. We believe that children need opportunities to write and to self-express in a variety of modes and genres each year in elementary school.
12. We believe that writing is both “an art and a science,” and that writing is a process. We know that children must regularly revisit their writing by revising and editing, independently and with descriptive feedback, to develop their own writing style. We also believe that children need opportunities to practice grammatical, vocabulary, and syntactical skills, in multiple languages, in the context of their own writing.
13. We believe that a collaborative approach, where teachers and parents work together, will lead to the greatest success in literacy development.

**Learning Culture**

*What do we want the literacy learning environment to look like, sound like, and feel like?*

**Learning Environment**:

At Liberty Elementary School, we know that classroom culture, environment, and literacy learning are closely linked. To try out new skills in reading, writing, listening, and speaking, we know that children need a safe and predictable classroom and school environment. They need organized spaces to learn independently and within a group, print-rich environments to make their learning visible, to facilitate rich conversations, and to explore new ideas. Most importantly, they need caring school communities that promote cooperation, independence, motivation, and joyful learning.

**School and Classroom Culture**:

* Educators establish a classroom culture that prioritizes teacher and student socio-emotional needs.
* Educators create a joyful classroom environment in which everyone’s voice is valued, everyone can participate and learn, and everyone feels seen, known, and cared for.
* Educators create a classroom environment in which students feel safe to communicate in multiple languages: The environment is conducive to students developing language skills (both orally and in writing) in multiple languages, sharing aspects of their cultural and linguistic background with their peers and teachers, and learning about the cultural backgrounds of others.
* There is evidence of established and effective classroom routines and procedures, and students are familiar with both academic and behavioral expectations.
* Students demonstrate and/or can articulate the high expectations established by themselves and/or the teacher.
* Students demonstrate and/or describe high-quality work for each day’s lesson.
* Educators give students the opportunity to engage in rigorous coursework, discussions, and/or tasks that require higher order thinking.
* Educators supervise students throughout the lesson, using proximity and engaging with students in whole-group, small-group, and individual discussions.
* The teacher uses inclusive practices to ensure there are ample opportunities for **all** students to engage in the lesson, both verbally and in writing, and the teacher is intentional about checking in with every student over the course of each lesson.
* There is evidence that both students and educators in the classroom have a shared belief that, through their collective efforts, students will achieve proficiency with grade-level material and make progress daily towards their academic and linguistic goals.
* Students feel both challenged and supported in their literacy classrooms.
* There are opportunities for **all** students to engage in productive struggle, and differentiated opportunities are provided for students who may need support.
* Students feel a sense of belonging in their literacy classrooms.
* We will maintain open lines of communication with families, providing regular updates on students' reading progress and offering strategies to overcome challenges.
* We will celebrate reading through school-wide events, reading challenges, and family literacy nights. These activities are designed to make reading a joyful and shared experience, reinforcing the importance of literacy in our community.
* We will encourage and assist families in establishing a daily reading routine, recognizing that consistent practice is key to improving reading skills. We aim for every student to read or be read to for at least 20 minutes each day, fostering a habit that will benefit them academically and personally.
* We will ensure that students have access to a diverse range of books and reading materials both at school and at home

**Physical Space**:

* Students have access to the same visuals to support phonics and comprehension understandings across rooms, and there is coherence in the visuals across grade levels.
* Students in the dual language program have access in all classrooms to anchor charts that connect languages through cognates and vocabulary, including the alphabet, foundational skills anchor charts, writing charts, and comprehension charts.
* The physical classroom space is conducive for shared learning, whole-group and small group discussion, and for all students to see a copy of the text and any projected visuals throughout the entirety of the lesson.
* Students have access to digital tools/technology and use these tools as appropriate by age during the whole-group reading and writing blocks, as well as access to digital tools/technology for independent use during the small group block.
* We will provide families with resources, workshops, and guidance on how to effectively support their children's reading development at home. This includes tips on creating a reading-friendly environment, selecting age-appropriate books, and engaging in meaningful discussions about the stories read.

*\*See page 1- annexes for aligned NE IPG indicators, aligned ELEOT indicators, and aligned NE Teacher Performance Standards*

**Student Habits/Actions:**

*What student habits and actions do we expect that ensure children are able to actively engage in high quality literacy instruction?*

For our beliefs to be a reality in Liberty classrooms, we must foster specific habits among our students. We know that students develop habits through explicit teaching and need frequent opportunities to practice with positive reinforcement, feedback, and support. These actions, which reflect many of our standards and predictive academic habits, support students in the growth and development of their critical thinking skills through high school and beyond.

***Engagement in the Lesson****:*

* *Students actively engage in their own learning through reading, writing, and speaking on their own, in groups, and as a class.*
* *Students engage daily with complex, grade-level texts that are part of the curriculum during the whole-group literacy block.*
* *Students write about what they read daily, showing increasing understanding of grade-appropriate reading skills and strategies, and increasing depth of content knowledge about topics addressed within the HMH curriculum.*
* *Students engage regularly with texts that are within their zone of proximal development during small-group instruction.*
* *Students engage daily in writing pieces that utilize the writing process: brainstorming, drafting, revising, editing, and publishing their work overtime.*
* *Students show perseverance in reading increasingly challenging texts.*
* *Students receive and offer descriptive feedback on their literacy classroom experience.*
* *Students take risks in learning and engaging in discussion, expecting both positive and constructive feedback, and without fear of negative feedback.*

***Habits of Discussion****:*

* *Students are continually improving their ability to use precise and concise language to explain their thinking.*
* *Students in the Dual Language program engage in discussion about texts they read in the language of the class, making every effort to practice their receptive and productive oracy skills in both languages.*
* *Students actively listen to, acknowledge, build upon, and question the perspectives of others.*
* *Without prompting, students regularly make contributions that enhance discussion and deepen understanding.*
* *Students ask questions about both the text’s content and structure.*
* *Students support claims in speaking and writing with relevant and sufficient evidence and logical reasoning.*
* *Students offer positive and constructive feedback on one another’s writing, both while writing about reading and while engaging in process writing.*

***Reading Comprehension****:*

* *Students demonstrate breadth of thinking by drawing on a wide variety of literary and informational sources to support their ideas.*
* *Students demonstrate depth of thinking by considering inter/intra-disciplinary connections and alternative viewpoints.*
* *Students use both evidence and prior knowledge to make inferences about a text.*
* *Students distinguish between important and less important information within a text.*
* *Students document their mental processing of text through annotations (1st-5th).*
* *Students are metacognitive about what they read, re-reading and pausing to clarify to ensure understanding.*
* *Students paraphrase and summarize sections of text to strengthen their literal understanding.*
* *Students use word parts and context clues to determine the meaning of unfamiliar vocabulary.*
* *Students draw connections within a text, between texts, and between texts and universal ideas.*
* *Students analyze the author’s craft, considering its intentionality and impact on reader understanding.*
* *Students determine the central idea of a text and evaluate its overall significance in a real-world context.*

***Writing about Reading****:*

* *Students write daily about what they read, including information across disciplines, to improve understanding of what they think, read, and hear.*
* *Students in the Dual Language program read and write in both languages in response to books they have read, matching the language of their response to the language in which the story is written.*
* *Students adapt the tone of their writing according to context, purpose, and audience.*
* *Students have access to digital tools/technology to gather, evaluate, and/or use information for learning.*
* *Students have access to digital tools/technology to conduct research, solve problems, and/or create original works for learning.*
* *Students have access to digital tools/technology to communicate and/or work collaboratively during learning.*

***Writing****:*

* *Students write daily within a variety of modes for a variety of purposes and audiences across disciplines.*
* *Students are increasing their capacity to independently engage in the stages of the writing process: researching, brainstorming/outlining, drafting, revising, editing, and publishing.*
* *Students in the Dual Language program write in both languages multiple times per week.*
* *Students write creative and/or expressive pieces that describe a well-developed event or experience.*
* *Students write opinion/argumentative pieces with supporting reasons and/or evidence.*
* *Students write informative/explanatory pieces to examine a topic or text and convey ideas and information.*
* *Students locate evidence for their writing from literary and/or informational text sources.*
* *Students write using grammatically correct sentences and/or paragraphs using a variety of sentence types and phrasing.*
* *Students use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*

*\*See page 2 for aligned NE IPG indicators and aligned ELEOT indicators*

**Reflection and Results**

**Learning Outcomes:**

*What learning outcomes do we expect from our literacy instruction?*

* *We expect all students at Liberty Elementary school to make at least one year’s growth in reading comprehension over the course of every academic year.*
* *We expect that teachers plan to collect tangible evidence of student progress towards learning outcomes daily.*

**School Conditions:**

*What school conditions are necessary for leadership to develop to enable teachers and students to engage daily in high quality literacy instruction that results in our desired learning outcomes?*

For our beliefs, student habits, and teacher habits to be a reality in Liberty classrooms, administrators must ensure specific enabling conditions are present in the school setting. This includes establishing and communicating a clear instructional vision, as well as conditions related to school culture, collaborative planning and preparation, ongoing professional learning, individualized coaching and feedback, data analysis, collecting and communicating data, etc.

***Scheduling and Calendaring:***

* *School leaders ensure teachers have at least 40 minutes of daily, largely uninterrupted, whole group reading time and additional small group literacy time in which students may finish any written application of comprehension and vocabulary learning. This is in addition to time for Foundational Skills learning, Writing Workshop, and small group time allocated for these components of the OPS K-5 Literacy Structure.*
* *School leaders ensure that teachers in the dual language program can collaborate on how to support the academic and linguistic needs of their students and communicate those goals with families.*

***Planning and Preparation:***

* *School leaders ensure that 45-50 minutes of grade-level planning time is allocated for facilitated Collaborative Instructional Planning Meetings bi-monthly. This meeting time will center around both the Planning and Practice and Student Progress protocols, adapted from Leading Educators. Additional collaborative planning meetings may also include a combination of lesson study/intellectual preparation protocols, data analysis, and review of instructional practices and materials. This may be configured at the grade level and/or a grade band (K-2 and 3-5) to support vertical alignment.*
* *School leaders ensure that the schedule affords literacy teachers the option for any additional common planning time that they may choose to engage in with colleagues on their grade team, with paraprofessionals, or within their grade band.*

***Professional Learning and Coaching:***

* *School leaders ensure that teachers and paraprofessionals receive appropriate ongoing professional development on all components of literacy, the purpose and structure of each (independent, shared, guided reading, read aloud, etc.) and how the components are integrated. Professional development includes workshops, coaching, and professional learning community (PLC) activities led by an experienced literacy teacher or instructional leader. School leaders also provide professional development to support the reading, writing, and language strands of the Nebraska Standards.*
* *School leaders ensure that teachers in the Dual Language program have access to professional learning that specifically addresses aspects of literacy in a dual language environment and addresses the unique needs of multilingual learners.*
* *School leaders ensure that Early Childhood teachers have access to professional learning that specifically addresses aspects of literacy in an early childhood environment and addresses the unique needs of our youngest learners.*
* *School leaders observe instructional staff (teachers and paraprofessionals) formally and/or informally and provide specific, descriptive, actionable, and timely feedback to improve instructional practice, and take action to provide each instructional staff member with the supports and development needed.*
* *Coaching of literacy teachers is done by individuals with extensive literacy content knowledge and knowledge of how students learn to read.*
* *School leaders design coaching cycles to support teachers’ ongoing development of their classroom practice. Teachers will receive feedback from multiple school leaders across various literacy content areas over the year.*

***Access to Exemplary Curricular Resources:***

* *School leaders ensure that teachers have access to high-quality curricular materials, including pacing guides, assessments, unit overviews, etc.*
* *School leaders ensure teachers have access to many literary and informational texts to support and enhance curricular materials.*
* *School leaders support teachers in ensuring students have access to technology that enhances learning from whole group reading instruction.*

***Literacy and School Culture***

* *Whole-school rituals and routines regularly include opportunities for students and staff to showcase students’ reading, writing, and speaking skills across multiple languages.*
* *The school leadership regularly provides enrichment opportunities for students to showcase reading, writing, and speaking skills outside of school hours.*
* *The school staff consistently models and encourages joyful reading, writing, and speaking in multiple languages.*

*\*See page 3 for aligned Leading Educators School Conditions indicators, Omaha Principal Competencies indicators, and NE Principal Performance Standards*

**Collaborative Professional Learning at Liberty Elementary**

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| **Grade Level Meetings (GLMs)** | **Professional Learning Communities** |
| * Once-Twice a month during planning period * Large-scale data revie (MAP Assessments, NSCAS, ELPA….) * Professional Learning aligned to Liberty’s Literacy Vision * Professional Learning and collaboration around SATs. * Peer observations | Twice per month during planning period  Use of lesson-level protocols to collaborate to plan and lesson level data review   * Planning & Practice protocol   + Planning for alignment between text complexity and lesson objectives   + Planning for alignment between lesson objectives and standards   + Planning for alignment between lesson objectives and end of lesson tasks   + Planning for consistent modeling of lesson level skills using aligned visuals and scaffolds   + Planning for aligned scaffolds during shared and guided practice (i.e. consistent graphics, visuals, etc.)   + Planning for aligned question sequences that will ensure student success on lesson level formative assessment   + Practicing the execution of a section of the lesson (i.e. model, guided practice with questions, etc.) * Student Progress protocol * Creating an exemplar response for a written formative assessment assignment |
| **Staff Meetings** |
| * August, May, and at least once per quarter, after school * MTSSB * Professional Learning aligned to SIP Goals |
| **Monitoring and Coaching** |
| * Within a six-week cycle, each teacher will receive between 2-4 coaching visits from a school or district-based coach. * Student experience- ELEOT * Teacher moves- School Coaching Tool * Peer observation * Appraisals |

***Alignment to Primary Resource Documents***

**Learning Environment**:

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| **Aligned NE IPG Indicators** | **Aligned ELEOT Indicators** |
| à **CA.2.F.** -Students from historically marginalized communities consistently receive supportive feedback that affirms their abilities and potential as readers and writers.  à **CA.3.B.** -Students productively struggle to arrive at meaning making through reasoning and appropriate scaffolding such as leveraging background knowledge building, fluency, vocabulary, and syntax. | * **A.1**.-Learners engage in differentiated learning opportunities and/or activities that meet their needs. * **A.2.-**Learners have equal access to classroom discussions, activities, resources, technology, and support. * **A.3**-Learners are treated in a fair, clear, and consistent manner. * **A.4**.-Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions. * **B.1**.- Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher. * **B.2.**-Learners engage in activities and learning that are challenging but attainable. * **B.3**.-Learners demonstrate and/or are able to describe high quality work. * **B.4**.-Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (i.e. analyzing, applying, evaluating, synthesizing). * **B.5**.-Learners take responsibility for and are self-directed in their learning. * **C.1**.-Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful. * **C.2**.-Learners take risks in learning (without fear of negative feedback). * **C.3.-**Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks. * **C.4.-** Learners demonstrate a congenial and supportive relationship with their teacher. * **F.1**.- Learners speak and interact respectfully with teachers and each other. * **F.2**.- Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others. * **F.3.**- Learners transition smoothly and efficiently from one activity to another. * **F.4**.- Learners use class time purposefully and with minimal wasted time or disruptions. |
| **Aligned Nebraska Teacher Performance Standards** | |
| * **LE.A.** -The teacher builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support. * **LE.B.** -The teacher promotes recognition of each student’s diverse personal experiences and builds upon those experiences to increase academic success. * **LE.C.** -The teacher creates and maintains a collaborative learning environment that supports each students diverse academic, socio-emotional, linguistic, and physical strengths and needs. * **LE.D.** -The teacher establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students. * **LE.E.** -The teacher maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress. | |

**Teacher Actions/Habits**:

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| **Aligned NE IPG Indicators** | **Aligned ELEOT Indicators** |
| à **S.A**. -Instruction meets the demand of the standard or pairing of standards.  à **CA.1.AB.** -The text(s) is at or above the quantitative and/or qualitative complexity expected for the grade-level and a majority of the lesson is spent reading, writing, and/or speaking about the text.  à **CA.2.A**. -Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structures, or knowledge demands.  à **CA.2.D.** -Intentionally sequenced questions build knowledge and arrive at grade-level analysis to enable all students to make meaning of, and think deeply about, the text’s complexities.  à **CA.2.F.** -Students from historically marginalized communities consistently receive supportive feedback that affirms their abilities and potential as readers and writers.  à **CA.3.B.** -Students productively struggle to arrive at meaning making through reasoning and appropriate scaffolding such as leveraging background knowledge building, fluency, vocabulary, and syntax.  à **CA.3.C.** -Students provide accurate text evidence to support the explanation of their ideas and display precision in their oral and/or written responses. | * **A.1**.-Learners engage in differentiated learning opportunities and/or activities that meet their needs. * **A.2**.-Learners have equal access to classroom discussions, activities, resources, technology, and support. * **B.1**.- Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher. * **B.2.-**Learners engage in activities and learning that are challenging but attainable. * **B.3.-**Learners demonstrate and/or are able to describe high quality work. * **B.4**.-Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (i.e. analyzing, applying, evaluating, synthesizing). * **B.5.-**Learners take responsibility for and are self-directed in their learning. * **C.2**.-Learners take risks in learning (without fear of negative feedback). * **C.3**.-Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks. * **E.1.-**Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored. * **E.2.-**Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise. * **E.3**- Learners demonstrate and/or verbalize understanding of the lesson/content. * **E.4**.- Learners understand and/or are able to explain how their work is assessed. |
| **Aligned Nebraska Teacher Performance Standards** | |
| * **PP.A.** -Through collaboration with colleagues, the teacher prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of the curriculum. * **PP.B.** -The teacher utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and objectives. * **PP.C.** -The teacher supplements locally determined curriculum and district supported high quality instructional materials by evaluating and selecting resources to support student needs, while maintaining challenging yet engaging learning experiences. * **PP.D.** -The teacher uses all students’ abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction. * **PP.E.** -The teacher engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning. * **PP.F.** -The teacher uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students’ academic, physical, socio-emotional, and mental health needs with specific attention toward equitable opportunities and outcomes for all student groups. * **IS.A.** -The teacher implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives. * **IS.B.** -The teacher uses a variety of evidence-based, district-supported resources and multi-modal instructional tools to engage students in rigorous learning experiences. * **IS.C.** -The teacher identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student’s abilities, cultural norms, and personal, family, and community experiences. * **IS.D.** -The teacher reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student’s strengths and needs. * **IS.E.** -The teacher engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high-quality instructional materials. * **IS.F.** -The teacher models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization. * **A.A.** -The teacher utilizes formative, interim, and summative assessments that align to district and state content standards, learning goals, and instructional objectives. * **A.B.** -The teacher uses a variety of district-supported classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students’ developmental needs, and ensure that each student has the opportunity to demonstrate understanding. * **A.C.** -The teacher uses formative, interim, and summative assessments and the resulting * **A.D.** -The teacher analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction. * **A.E.** -The teacher provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals. * **A.F.** -The teacher accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders. | |

**Student Actions/Habits**:

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| **Aligned NE IPG Indicators** | **Aligned ELEOT Indicators** |
| à **CA.3.B.** -Students productively struggle to arrive at meaning making through reasoning and appropriate scaffolding such as leveraging background knowledge building, fluency, vocabulary, and syntax.  à **CA.3.C.** -Students provide accurate text evidence to support the explanation of their ideas and display precision in their oral and/or written responses. | * B.1.- Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher. * B.2.-Learners engage in activities and learning that are challenging but attainable. * B.3.-Learners demonstrate and/or are able to describe high quality work. * B.4.-Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (i.e. analyzing, applying, evaluating, synthesizing). * B.5.-Learners take responsibility for and are self-directed in their learning. * C.2.-Learners take risks in learning (without fear of negative feedback). * C.3.-Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks. * D.1.- Learners’ discussions with each other and the teacher predominate. * D.2.- Learners make connections from content to real-life experiences. * D.3- Learners are actively engaged in the learning activities. * D.4.-Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments. * E.1.-Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored. * E.2.-Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise. * E.3- Learners demonstrate and/or verbalize understanding of the lesson/content. * E.4.- Learners understand and/or are able to explain how their work is assessed. * F.4.- Learners use class time purposefully and with minimal wasted time or disruptions. * G.1.- Learners use digital tools/technology to gather, evaluate, and/or use information for learning. * G.2.- Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning. * G.3.- Learners use digital tools/technology to communicate and/or work collaboratively for learning. |

**School Conditions**:

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| **Aligned Leading Educators School Conditions** | **Aligned Omaha Principal Competencies** |
| * **1.a**- School leaders establish a school-specific vision for teaching and learning or alternatively contextualize and socialize the district or network’s vision for their school. * **1.b**- School leaders ensure the vision for teaching and learning effectively integrates rigorous academic content, support for students’ wellbeing, and the use of inclusive and affirming practices. * **1.c**- School leaders create explicit connections between the school-specific vision for teaching and learning and all other frameworks and tools (i.e. observation tools, Look Fors, coaching guidance, etc.) that guide instruction at the school. * **1.d**- School leaders ensure that all educators in the building can describe the school’s vision for teaching and learning and can name our current instructional priorities. * **1.e**- School leaders build belief among staff that every student is capable of achieving with the proper instruction and support. * **1.f**- School leaders cultivate a climate that motivates all teachers and leaders to continuously improve their instructional practice or leadership, no matter how experienced or skilled they are. | * **OPC.AR**-Leader articulates clear expectations and holds self and others accountable high results for all students. * **OPC.AR**-Leader demonstrates high expectations and an unyielding belief that all students can and will achieve at high levels. * **OPC.AR**-Leader holds self and others accountable for reaching high academic achievement of all students. * **OPC.AR**-Leader articulates a clear and compelling vision to prepare all students for college, career, and community leadership. * **OPC.AR**-Leader sets challenging goals, continuously monitors progress, and demonstrates persistence to overcome obstacles to achieve goals. * **OPC.AR**-Leader proactively develops and implements school improvement plans to accomplish student achievement goals. * **OPC.AR**-Leader helps teachers reach and engage each student based on individual needs and interests. * **OPC.IL**-Leader promotes student mastery of standards by implementing rigorous instructional strategies and assessments aligned to curricula. * **OPC.IL**-Leader uses and enables others to use multiple forms of student achievement data to inform instruction and advance learning. * **OPC.IL**-Leader ensures that teachers check for student understanding and clarify, reteach, or adjust instruction. * **OPC.IL**-Leader partners with staff to provide appropriate scaffolds and interventions to meet their individual learning needs. * **OPC.IL**-Leader evaluates staff and teachers. Observes classrooms to support effective teaching practices that result in improved student achievement. * **OPC.IL**-Leader provides coaching and timely, targeted, actionable feedback to ensure growth in practice. * **OPC.SC**-Leader creates a positive, safe, respectful, and welcoming school culture that focuses on each student’s development. * **OPC.SC**-Leader promotes collaboration among students, families, staff, and the community. * **OPC.SC**-Leader shares leadership or delegates appropriately, leveraging individuals’ strengths and interests. |
| **Aligned Nebraska Principal Performance Standards** | |
| **Vision for Learning. A.** -Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies.  **Vision for Learning. B.** - Establishes high expectations for the well-being and performance of self, students, and staff and widely communicates how the vision, mission and goals of the school align with those expectations  **Vision for Learning. C.** – Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community  **Vision for Learning. D.** – Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member  **Vision for Learning. E.** – Ensures each student’s instructional experience is based on intentional and district- supported use of high-quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students  **Vision for Learning. F.** – Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs  **Vision for Learning. G.** - Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity  **Continuous Improvement. A.** - In collaboration with the educational community, develops, implements, monitors, and revises a school improvement plan that is aligned with district, state, and federal guidelines and goals  **Continuous Improvement. B.** - Adopts a systems perspective and promotes coherence among improvement efforts in all aspects of school organization, programs, and services to align with the school’s vision, mission, and goals  **Continuous Improvement. C.** - Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school’s continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data  **Continuous Improvement. D.** - Manages the process of change within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community  **Continuous Improvement. E.** - In collaboration with the educational community, aligns the school’s curriculum and high-quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning  **Continuous Improvement. F.** - Creates and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on issues affecting the school  **Continuous Improvement. G.** - In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and school improvement  **Continuous Improvement. H.** - Coordinates collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning  **Continuous Improvement. I.** - Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform school improvement efforts  **Staff Support and Development. A.** – Builds a climate of trust, responsiveness, and equity in decision making that is based on the needs and voices of each staff member  **Staff Support and Development. B.** – Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices  **Staff Support and Development. C.** – Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed  **Staff Support and Development. D.** – Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members  **Staff Support and Development. E.** – Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement  **Staff Support and Development. F.** – Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student  **Staff Support and Development. G.** - Mentors emerging staff leaders to build leadership capacity within the school community  **Culture for Learning. A.** – Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner  **Culture for Learning. B.** – Articulates a vision that defines a student-centered school culture, and creates and sustains school conditions that ensure equitable access to learning and development opportunities for each student, staff member, and self  **Culture for Learning. C.** – Implements a systematic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student  **Culture for Learning. D.** – Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals  **Culture for Learning. E.** – Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor the climate and culture of the educational community  **Culture for Learning. F.** – Models cultural competence and responsiveness and collaborates with the educational community to create, implement, and sustain systematic instructional protocols and practices that confront and eliminate institutional bias and student marginalization  **Culture for Learning. G.** – Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community  **Culture for Learning. H.** – Utilizes and promotes the cultural, social, and intellectual resources of the community | |

**Primary Resource Documents**

* Omaha Public Schools Learning Framework
* Omaha Public Schools K-5 Literacy Structure
* Omaha Public Schools Portrait of a Graduate
* OPS Dual Language Instructional Model Staff Handbook
* Nebraska Teacher and Principal Performance Standards
* Nebraska State Standards- Reading Comprehension
* IPG Observation Tool, adapted by NE State DOE
* ELEOT Observation Tool
* HMH Into Reading curricular resources
* Leading Educators School Conditions
* Omaha Public Schools Principal Competencies Overview
* Transformational Leadership Framework
* CCSSO Vision Framework

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A diagram of a mountain

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A diagram of a language

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