Central Park Elementary
Support for Improvement Plan/Application

Alignment to AQuESTT: College, Career, and Civic Ready

To ensure education equity, schools must have a strong instructional core so all students are able to access educational resources that are meaningful, rigorous, high-quality, culturally relevant, and aligned to Nebraska standards. Thus, adopting and implementing new instructional materials with appropriate professional learning and supports can be submitted as an intervention/strategy in a school's action plan to improve student achievement outcomes if the school's current instructional materials are not deemed to be high quality, culturally relevant and/or aligned to Nebraska standards.

Core Academics
- Identify the ELA and math instructional materials currently being used in this Comprehensive Support and Improvement (CSI) school and how long have the instructional materials been in use. Identify whether current materials are high-quality and aligned to Nebraska ELA and Math standards. Also identify the instructional materials that will be used for the period of the grant, if known. If not known, indicate that the district will be undertaking a materials adoption process. (If age/grade span does not align exactly to the school's configuration, please list information that aligns to the chart below. e.g. Instructional Material A is used for Birth to Age 3 and Instructional Material B is used for PK-4. Both instructional materials would be listed in the Birth to Age 5 category. Instructional Material B would be listed for Birth to Age 5, Grades K-2, and Grades 3-5. After listing the instructional materials, you can indicate for which grades the instructional material is being used.)

Content	ELA			Math		
School Year	2018-19 ELA Instructional Materials being used	How long have these ELA instructional materials been used?	Are instructional materials high-quality and aligned to Nebraska standards (Y/N)	2018-19 Math Instructional Materials being used	How long have these Math instructional materials been used?	Are instructional materials high-quality and aligned to Nebraska standards (Y/N)
Ages 3-5	Creative Curriculum (2007)	11 years	Y (Early Learning Guidelines)	Creative Curriculum (2007)	11 years	Y (Early Learning Guidelines)

Grades K-2	HMH Journeys 2011 Being a Writer (2014)	9 years 3 years	Y Adaptations made to support alignment	HMH Go Math!	6 years	Y Adaptations made to support alignment
Grades 3-5	HMH Storytown (2009) Being a Writer (2014)	10 years 3 years	Y Adaptations made to support alignment	HMH Go Math!	6 years	Y Adaptations made to support alignment
	Anticipated 2019-20 ELA Instructional Materials			**Anticipated 2019-20 Math Instructional Materials**		
Ages 3-5	Creative Curriculum (2007) *ELA Adoption Year	Y (ELG)		Creative Curriculum (2007) *ELA Adoption Year	Y (ELG)	
Grades K-2	HMH Journeys 2011 Being a Writer (2014) *ELA Adoption Year	Y Adaptations made to support alignment		HMH Go Math!	Y Adaptations made to support alignment	
Grades 3-5	HMH Storytown (2009) Being a Writer (2014) *ELA Adoption Year	Y Adaptations made to support alignment		HMH Go Math!	Y Adaptations made to support alignment	
	Anticipated 2020-21 ELA Instructional Materials			**Anticipated 2020-21 Math Instructional Materials**		
Ages 3-5	Creative Curriculum (2007)_ and/or Supplemental curriculum TBD Based on 2019-20 Adoption Purchase	Y (ELG)		Creative Curriculum (2007)	Y (ELG)	
Grades K-2	TBD Based on 2019-20 Adoption Purchase	Y		HMH Go Math!	Y Adaptations made to support alignment	
Grades 3-5	TBD Based on 2019-20 Adoption Purchase	Y		HMH Go Math!	Y	

	Anticipated 2021-22 ELA Instructional Materials		Anticipated 2021-22 Math Instructional Materials	
				Adaptations made to support alignment
Ages 3-5	Creative Curriculum (2007) and/or Supplemental curriculum TBD Based on 2019-20 Adoption Purchase	Y (ELG)	Creative Curriculum (2007)	Y (ELG)
Grades K-2	TBD Based on 2019-20 Adoption Purchase	Y	HMH Go Math!	Y Adaptations made to support alignment
Grades 3-5	TBD Based on 2019-20 Adoption Purchase	Y	HMH Go Math!	Y Adaptations made to support alignment

Alignment to AQuESTT: Educator Effectiveness

To ensure educational equity, every child deserves qualified, supported, and empowered educators. Schools must have a process to identify the assets and areas for growth of their educators, and pursue opportunities for professional development aligned to core academics and student needs.

- What Teacher/Principal Evaluation model is being used in the school/district?
    - "Framework for Effective Teacher" -- Charlotte Danielson's work and "Principal Performance Appraisal" based on the OPS developed principal competencies.

- Identify the vendor, audience, content, and frequency of ALL ELA and Math curriculum-focused professional development for the grant period, including professional learning designed to implement or support new high-quality, aligned instructional materials.

2018-19 Professional Development	
ELEMENTARY	
Curriculum Area (ELA / Math)	ELA/Math
2018-19 PD Provider	OPS Curriculum and Instruction Support
Audience (e.g. teachers)	Teachers and para professionals (general education and special education)

Structure (e.g. 1:1 coaching)	Small group presentation (approx. 30-35 per session)
Grade Levels of PD focus	PreK 3-5 years
Frequency / Dates	08/9-10/18, 09/14/18
How does this professional development align to core academics?	Inquiry Approach, Tiered vocabulary, Oral Language, Higher Level Thinking, and Problem Solving. • All align with early childhood evidenced based instructional approaches for literacy, cognitive and mathematical thinking using the cores resources from Creative Curriculum (The Investigative Study Approach).
What are the differentiated professional development opportunities for varied needs of staff?	Coaching, videos, grade level meetings, and district workshops.
ELEMENTARY	
Curriculum Area (ELA / Math)	ELA/Math
2018-19 PD Provider	OPS Curriculum and Instruction Support
Audience (e.g. teachers)	New Teachers
Structure (e.g. 1:1 coaching)	Small group presentation (approx. 15-25)
Grade Levels of PD focus	PreK 3-5 years
Frequency / Dates	08/3/18, 08/6/18, 09/11/18, 10/9/18, 11/6/18, 1/15/19, 03/26/19
How does this professional development align to core academics?	Assessment (TS GOLD), Phonological Awareness, CLASS domain of Instructional Supports, Read Aloud and discussion, Print Awareness and Concepts of Print, Environmental Print, Pre-writing, Subitizing, Number Recognition, Math Trajectories, Number Sense and Estimating, Comparing and Ordering
What are the differentiated professional development opportunities for varied needs of staff?	Early childhood supervisors facilitated teacher led presentations and provided follow up coaching based on individual teacher needs.
ELEMENTARY – Leadership Teams	
Curriculum Area (ELA / Math)	Math
2018-19 PD Provider	OPS Curriculum and Instruction Support (District Provided)
Audience (e.g. teachers)	Building leadership (EILN, Principals)
Structure (e.g. 1:1 coaching)	Large group presentations (approx. 50-100 per session)

Grade Levels of PD focus	K-6 elementary
Frequency / Dates	08/9-10/18, 08/23/18, 09/14/18, 09/20/18, 10/18/18, 12/13/18, 01/17/18
How does this professional development align to core academics?	Math Mindset, Productive Struggle, Math Discourse, Multiple Representations, Multiple Methods • All align with mathematics evidence-based instructional practices for mathematics instruction to implement during Tier 1 math instruction utilizing the core resource
What are the differentiated professional development opportunities for varied needs of staff?	Coaching, videos, peer observations, grade level meetings, faculty meeting presentations

ELEMENTARY – Teachers	
Curriculum Area (ELA / Math)	Math
2018-19 PD Provider	OPS Curriculum and Instruction Support (District Provided)
Audience (e.g. teachers)	Teachers, building leadership
Structure (e.g. 1:1 coaching)	Large group presentations (approx. 50-100 per session)
Grade Levels of PD focus	K-6 elementary
Frequency / Dates	08/9-10/18, 08/23/18, 09/14/18, 09/20/18, 10/18/18, 12/13/18, 01/17/18
How does this professional development align to core academics?	Math Mindset, Productive Struggle, Math Discourse, Multiple Representations, Multiple Methods • All align with mathematics evidence-based instructional practices for mathematics instruction to implement during Tier 1 math instruction utilizing the core resource
What are the differentiated professional development opportunities for varied needs of staff?	Coaching, videos, peer observations, grade level meetings, faculty meeting presentations

ELEMENTARY	
Curriculum Area (ELA / Math)	Math
2018-19 PD Provider	OPS Curriculum and Instruction Support (District Provided)
Audience (e.g. teachers)	New teachers
Structure (e.g. 1:1 coaching)	Small group presentations (approx. 5-18 per session)
Grade Levels of PD focus	K-6 elementary
Frequency / Dates	08/9-10/18, 09/14/18, 10/09/18

How does this professional development align to core academics?	Aligns with evidence-based instructional practices for mathematics instruction to implement during Tier 1 math instruction utilizing the guaranteed and viable curriculum.
What are the differentiated professional development opportunities for varied needs of staff?	Elementary supervisors presented content and provided follow up based on the needs of each new teacher

ELEMENTARY	
Curriculum Area (ELA / Math)	Math – Additive and Multiplicative Reasoning
2018-19 PD Provider	Ongoing Assessment Project (District Provided)
Audience (e.g. teachers)	Classroom teachers
Structure (e.g. 1:1 coaching)	Large group presentations
Grade Levels of PD focus	K-6 elementary
Frequency / Dates	09/12-13/18, 10/3-4/18, 01/10/19, 01/24/19, 02/20/19
How does this professional development align to core academics?	Aligns with evidence-based instructional practices for mathematics instruction to implement during Tier 1 math instruction utilizing the guaranteed and viable curriculum.
What are the differentiated professional development opportunities for varied needs of staff?	Coaching, videos, peer observations

ELEMENTARY	
Curriculum Area (ELA / Math)	ELA
2018-19 PD Provider	Heinemann, Center for Collaborative Classrooms (District Provided)
Audience (e.g. teachers)	Classroom teachers
Structure (e.g. 1:1 coaching)	Large group presentations (approx. 100 per session)
Grade Levels of PD focus	K-6 elementary
Frequency / Dates	09/17/18, 11/29/18, 12/05/18
How does this professional development align to core academics?	Literacy Experiences that Build Rigor, Beefing Up Writing Instruction • All align with evidence based, best instructional practices for the English-Language Arts block to be utilized during Tier 1 and 2 instruction
What are the differentiated professional	Coaching, videos, peer observations, grade level meetings, faculty meeting presentations

development opportunities for varied needs of staff?	
ELEMENTARY - Leadership	
Curriculum Area (ELA / Math)	ELA
2018-19 PD Provider	OPS Curriculum and Instruction Support (District Provided)
Audience (e.g. teachers)	Building instructional leaders
Structure (e.g. 1:1 coaching)	Small group presentations (approx. 50-100 per session)
Grade Levels of PD focus	K-6 elementary
Frequency / Dates	08/9-10/18, 08/23/18, 09/14/18, 09/20/18, 10/18/18, 12/13/18, 01/17/18
How does this professional development align to core academics?	Interactive Read-Alouds, Independent Literacy Experiences, Leveled Literacy Intervention, Teaching Grammar during Writer's Workshop • All align with evidence based, best instructional practices for the English-Language Arts block to be utilized during Tier 1 and 2 instruction
What are the differentiated professional development opportunities for varied needs of staff?	Coaching, videos, peer observations, grade level meetings, faculty meeting presentations
ELEMENTARY	
Curriculum Area (ELA / Math)	ELA
2018-19 PD Provider	OPS Curriculum and Instruction Support (District Provided)
Audience (e.g. teachers)	New Teachers
Structure (e.g. 1:1 coaching)	Small group presentations (approx. 5-18 per session)
Grade Levels of PD focus	K-6 elementary
Frequency / Dates	08/9-10/18, 09/14/18, 09/11/18, 11/06/18, 01/15/19
How does this professional development align to core academics?	Benchmarking, Guided Reading, Using the Literacy Continuum • All align with evidence based, best instructional practices for the English-Language Arts block to be utilized during Tier 1 and 2 instruction
What are the differentiated professional development opportunities for varied needs of staff?	Elementary supervisors presented content and provided follow up based on the needs of each new teacher

2019-20 Professional Development	
ELEMENTARY	
Curriculum Area (ELA / Math)	Math
2019 – 20 PD Provider	Principal, Assistant Principal, CIS Supervisor, Instructional Facilitator, Lead Teachers
Audience (e.g. teachers)	Teachers
Structure (e.g. 1:1 coaching)	Staff workshops, grade level collaboration sessions, peer observations, coaching
Grade Levels of PD focus	K-5 elementary
Frequency / Dates	Monthly staff workshops, bi-weekly grade level collaboration sessions and peer observations, weekly coaching
How does this professional development align to core academics?	Math discourse, numeracy strategies, and supporting fact fluency all align with evidence-based, best instructional practices for the Math block to be utilized during Tier 1 and 2 instruction.
What are the differentiated professional development opportunities for varied needs of staff?	Coaching, peer observations, grade level meetings, staff workshops
ELEMENTARY	
Curriculum Area (ELA / Math)	ELA
2019 – 20 PD Provider	Principal, Assistant Principal, CIS Supervisor, Instructional Facilitator, Lead Teachers
Audience (e.g. teachers)	Teachers
Structure (e.g. 1:1 coaching)	Staff workshops, grade level collaboration sessions, peer observations, coaching
Grade Levels of PD focus	K-5 elementary
Frequency / Dates	Monthly staff workshops, bi-weekly grade level collaboration sessions and peer observations, weekly coaching
How does this professional development align to core academics?	Phonics instruction, vocabulary development, and Close Reading all align with evidence-based, best instructional practices for the English-Language Arts block to be utilized during Tier 1 and 2 instruction.
What are the differentiated professional development opportunities for varied needs of staff?	Coaching, peer observations, grade level meetings, staff workshops

INTERVENTIONS FOR STUDENTS NEEDING ADDITIONAL SUPPORT

<u>Alignment to AQuESTT: Educational Opportunities and Access, Assessment, and Transitions</u>

To ensure educational equity, schools must understand students' unique educational needs and tailor supports to ensure their success.

- ▪ In the table below, identify the current ELA, Math, and English language proficiency screener/diagnostics and interim assessments that will be used for the next three years. (If age/grade span does not align exactly to the school's configuration, please list information that aligns to the chart below. e.g. Screener A is used for Birth to Age 3 and Screener B is used for PK-4. Both screeners would be listed in the Birth to Age 5 category. Screener B would be listed for Birth to Age 5, Grades K-2, and Grades 3-5. After listing the screener, you can indicate for which grades the screener is being used.)

Assessment/ Diagnostic	School Year	Birth to Age 5	Grades K-2	Grades 3-5	Grades 5-8	Grades 9-12
ELA screener / diagnostic & interim assessments	2018-19	TS GOLD (0-5) Brigance, used to identify referrals to ECSE Developmental Screener done by WIC (referrals for EDN/ECSE)	NWEA MAP F&P Benchmarking	NWEA MAP F&P Benchmarking	MAP (5-8) Reading Inventory (6-8)	MAP (9-10) PreACT (10) Reading Inventory (9-10)
	2019-20	TS GOLD (0-5) Brigance, used to identify referrals to ECSE Developmental Screener done by WIC (referrals for EDN/ECSE)	NWEA MAP F&P Benchmarking	NWEA MAP F&P Benchmarking	MAP (5-8) Reading Inventory (6-8)	MAP (9-10) PreACT (10) Reading Inventory (9-10)
	2020-21	TS GOLD (0-5) Brigance, used to identify referrals to ECSE Developmental Screener done by WIC	NWEA MAP F&P Benchmarking (Pending ELA adoption)	NWEA MAP F&P Benchmarking	MAP (5-8) Reading Inventory (6-8)	MAP (9-10) PreACT (10) Reading Invento

		(referrals for EDN/ECSE)				ry (9-10)
	2021-22	TS GOLD (0-5) Brigance, used to identify referrals to ECSE Developmental Screener done by WIC (referrals for EDN/ECSE)	NWEA MAP F&P Benchmarking (pending ELA adoption)	NWEA MAP F&P Benchmarking	MAP (5-8) Reading Inventory (6-8)	MAP (9-10) PreACT (10) Reading Inventory (9-10)
Math screener / diagnostic & interim assessments	2018-19	TS GOLD (0-5) Brigance, used to identify referrals to ECSE Developmental Screener done by WIC (referrals for EDN/ECSE)	NWEA MAP	NWEA MAP	MAP (5-8) NSCAS (5-8)	MAP (9-10) NSCAS (9-10) PreACT (10) ACT (11)
	2019-20	TS GOLD (0-5) Brigance, used to identify referrals to ECSE Developmental Screener done by WIC (referrals for EDN/ECSE)	NWEA MAP	NWEA MAP	MAP (5-8) NSCAS (5-8)	MAP (9-10) NSCAS (9-10) PreACT (10) ACT (11)
	2020-21	TS GOLD (0-5) Brigance, used to identify referrals to ECSE Developmental Screener done by WIC	NWEA MAP	NWEA MAP	MAP (5-8)	MAP (9-10) PreACT (10)

		(referrals for EDN/ECSE)				
	2021-22	TS GOLD (0-5) Brigance, used to identify referrals to ECSE Developmental Screener done by WIC (referrals for EDN/ECSE)	NWEA MAP	NWEA MAP	MAP (5-8)	MAP (9-10) PreACT (10)
English Language Proficiency Screener	2018-19	Pre-LAS	ELPA21 Screener	ELPA21 Screener	ELPA21 Screener (Gr. 5) LAS Links (Gr. 6-8)	LAS Links (Gr. 9-12)
	2019-20	Pre-LAS	ELPA21 Screener	ELPA21 Screener		
	2020-21	Pre-LAS	ELPA21 Screener	ELPA21 Screener		
	2021-22	Pre-LAS	ELPA21 Screener	ELPA21 Screener		

- What interventions are currently in place in the school/district to meet the needs of students identified by the screeners listed above?

    K-6 RESPONSE:
    ELA – Schools select the interventions they are using:
    1. Leveled Literacy Intervention in grades K-5
    2. Sound Partners K-2
    3. Small group reading tutoring using LLI
    4. Guided Reading (in addition to the regular guiding reading)

Math – Schools select the intervention they are using:
1. Go Math! RtI Activities
2. Go Math! Reteach Lessons (small group)
3. Go Math! Enrichment Activities (small group)
4. Go Math! Strategic Intervention
5. Small group math tutoring using Do the Math

Special Education reading and math interventions
1. Let's Play Learn
2. SRA Reading Mastery/Corrective Reading
3. Sonday I & 2
4. Tier 3 Go Math

PreK (3-5 YEARS) RESPONSE:
- ELA –Based on TS GOLD assessment data, students' needs are determined; and, differentiated small group instruction is provided using the Intentional Teaching Cards and targeted interventions from TS GOLD.
- Math – Based on TS GOLD assessment data, students' needs are determined; and, differentiated small group instruction is provided using the Intentional Teaching Cards and targeted interventions from TS GOLD.

Early Intervention (Birth-3 years for students with an IFSP)
- Routines Based Interview (RBI) to identify the family priorities.

- Describe the process used by the district to assist the school in developing this plan/application. Include the district level staff, by position, that were involved in developing this plan/application and identify who will be involved in supporting the implementation of the interventions.

OPS District Staff Supporting Plan Development
Dr. Cheryl Logan, Superintendent; Melissa Comine, Chief Academic Officer; Donna Dobson, Director of Elementary Education; Susan Christopherson, Director of Secondary Education; Kara Saldierna, Director of Special Education; Tina Forte, Director of Title I; Scott Schmidtbonne, Director of Research; Janet Zahm, Instructional Research Administrator; Melissa Schroeder, Instructional Research Administrator; Theresa Eske, Data Scientist; Jorja Brazda-Witters, Early-Childhood Coordinator; Kanyon Chism, Elementary Coordinator; Kristine Denton, Secondary Coordinator; Jaimie Cogua, EL Coordinator; Tara James, Title I Coordinator; Amber Wicherski, Special Education Coordinator; Christine Young, Special Education Coordinator

Process Used by District to Assist in Plan Development
District level staff in the office of Curriculum and Instruction Support provided the information used to complete the CORE ACADEMICS (2) – Instructional Materials section of the application. District staff also provided information on the district-provided professional development section. Research Division staff will continue to train and engage staff data informed decisions and process changes. Schools were invited to attend an application workshop on March 5 where district staff

were available to answer questions, provide support or serve as a resource for planning.

Implementation Support

Curriculum and Instruction Support staff will differentiate continuous improvement planning workshops to address the needs of the CSI schools. Separate sessions will be provided for these schools only. CSI staff will also work collaboratively to support schools throughout the year with intervention implementation and progress monitoring support.

- Describe the steps the district is prepared to take to sustain the intervention(s) in the selected school(s) after the ESEA Section 1003(a) funds are no longer available. The response might include how the District will place an emphasis on building structures, systems, and processes to support improvement efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.
  - o Support the implementation of adopted core resources through professional development for teachers and leaders
  - o Continue leadership professional learning focused on the continuous school improvement process
    1. Annual School Improvement Workshops
    2. Monthly Secondary Instructional Leadership Network professional learning
    3. Coaching for School Improvement workshops and trainings
  - o Budget support for district adopted curriculum resources
  - o The District will provide assistance to schools in building school schedules and developing courses to meet Tier I, II, and III needs.
  - o The District will provide ongoing support through the use of progress monitoring (both implementation of interventions, fidelity of intervention structure, and student growth) and data analysis with building leadership teams.
  - o The District will continue to provide building support to teachers and leadership through regular visits and coordination of support from the central office.

- NDE is requiring each school receiving ESEA Section 1003(a) Support for Improvement funds to have a full- or part-time Intervention Project Manager (IPM). The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The IPM will have, at a minimum, a current Nebraska teaching certificate. Define the responsibilities of the Support for Improvement (SFI) Grant Intervention Project Manager (IPM).

  1. Employ evidence-based interventions/strategies that provide an immediate and dramatic improvement in student achievement.
  2. Identify and obtain adequate materials from the school/district to support diagnostic and benchmark assessments.
  3. Identify and recommend outside resources needed to support the identified intervention/strategy.

4. Monitor and utilize the budget to support and carry out the SFI grant as outlined in the approved plan/application.

5. Work with the school/district to seek outside funding. This could include business, private foundations, and/or federal and state sources to support the identified interventions/strategies.

6. Integrate all academic and support services.

7. Provide comprehensive, coherent, manageable and integrated instructional and support programs.

8. Recommend which existing programs are to be continued and which programs are to be eliminated.

9. Consistent with the State Content Area Standards recommend alignment of curriculum, instruction, classroom formative assessments, and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.

10. Organize programming to engage students' sense of camaraderie and competition.

11. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.

12. Develop constructive relationships with existing school personnel.

13. Recommend changes to school calendar according to student program needs, for example extending the length of the school day.

14. Work with the school (or district) to recruit and recommend teacher(s) and leader(s) who have a proven record of success of increasing student achievement.

15. Work with the school/district to obtain a commitment from teachers to allow for additional time for instruction and professional development.

16. Recommend necessary restructuring of teacher and leader(s) contracts to support the interventions/strategies being implemented.

17. Develop and engage teachers and the leader(s) in professional development aligned to programmatic goals that support the identified intervention/strategy.

18. Evaluate teachers and leaders performance and outcomes; and make staffing recommendations accordingly.

19. Require commitment from parents to allow for additional time for instruction (such as after school support).

20. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.

21. Work with the school/district to expand community support of needed improvements.

22. Identify and recommend supporting partners to address social, emotional and behavioral issues.

23. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental engagement, student attendance, and student discipline.

NEEDS ASSESSMENT / GOALS

To ensure educational equity, schools must identify assets and opportunities for growth and how these areas might impact student achievement outcomes.

NEEDS ASSESSMENT (Alignment to AQuESTT: Leadership)

1. Each school must conduct and complete a Needs Assessment. Describe the process used to complete the needs assessment specific to this application. Include participants involved, and

the contribution of stakeholders in analyzing the needs of this school and selecting the intervention.

Needs Assessment data was collected from selected staff members (including Executive Director, CIS supervisor, principal, assistant principal, instructional facilitator, and lead teachers) during a leadership team meeting. Members of the leadership team also invited a parent to provide input on the assessment. This team reviewed the Needs Assessment results along with NSCAS and MAP data to pinpoint common areas of need and then reviewed John Hattie's meta-analysis work to select interventions/strategies to support these areas. The principal shared the work of the team with the staff at the school to gather further feedback on the plan and adjustments were made based on their input.

Which of the following were used to complete the needs assessment for the identified school?

Data Set	Select "Used" or "Not Applicable" Radio Button for identified school.
Content standards aligned curriculum	Used
Standards-aligned lesson plans and objectives	Used
College and career readiness standards integration	Used
Instructional materials review process, as described in the *Program Information* section of this application	Not Applicable (Done by District)
Staff profile analysis	Used
Resource inequity evaluation	Not Applicable (Introduced at ESU Meeting)
MTSS	Used
ELA/Math Screener/Diagnostic Tool	Used
NSCAS data	Used
MAP growth data	Used
Locally developed common assessments	Not Applicable (Not provided at district level)
Parent survey results	Used
Attendance	Used
Parent and family engagement	Used
School climate surveys	Used

2. Describe the trends in the data (progress and areas of greatest need) for the school eligible for Support for Improvement (SFI) funding. After analyzing varied data sources and completing a needs assessment, what are some hypotheses for root cause of student performance?

We have noticed that, although our third, fourth, and fifth grade students made steady upward progress on NeSA Reading, Math, and Science assessments over the years, our scores on the new NSCAS assessments have been disappointingly low. Similarly, the percentage of kindergarten through fifth grade students making their predicted levels of growth on MAP ELA, Math, and Science assessments has been low, with a marked drop

in overall achievement levels with each subsequent grade level. Some potential root causes are the relative lack of experience on the part of teachers to interpret and act upon our school MAP data. In addition, it was noted that teachers do most of the talking during lessons and often move from modeled instruction to independent practice without engaging students in shared instruction or guided practice.

3. Describe staff needs. An analysis of staff needs might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system, etc. What staff needs were identified and what intervention(s) will be put in place? Thinking about the selected intervention, how will it help the school meet the identified needs? After analyzing varied data sources and completing a needs assessment, what are some hypotheses for root cause of educator effectiveness?

   A majority of teachers have either 5 years or less experience or have only been teaching at our school for two years having previously taught only in the elementary setting. Some teachers are rated as distinguished (highest) while the majority of teachers have received Basic (second lowest) ratings as part of the teacher evaluation system. We have spent most of our professional learning this past year on integrating technology into lessons to increase engagement and learning goals. Staff need support in effective Tier I core instruction. By focusing on academic discourse and ensuring all teachers are using the district adopted guaranteed and viable curriculum, including effective use of learning goals and checks for understanding, we can continue the work we began this year to shift our teachers from the unaware to skill development stage. Lack of experience of the teaching staff seems to be the root cause to the effectiveness of our educators. There is not a will gap amongst the teachers, rather a skill gap.

4. Describe how the LEA reviews resource allocations (e.g. staff and funding) to ensure resource inequities do not exist. What steps are taken if resource inequities exist?

   Building principals have the discretion to shift staff internally to meet needs of students. This shift is independent of Human Resources as long as it is within the FTE assigned to buildings. Human Resources supports buildings in the reduction/addition of position and relocation of impacted staff due to change in required teaching endorsements due to a building shift made. Each winter building principal attend a staffing conference with Human Resources and Budget to review building needs and appropriate staffing levels. This staffing conference reviews program needs, student enrollment trends, class size, staff concerns, and potential vacancies. Based on this review, staffing levels are adjusted and needed qualifications of new staff are determined to meet student needs. Both the building and Human Resources then monitor this review and staffing adjustment throughout the spring and into the start of the school year in order to continue to make adjustments as appropriate due to changes in student enrollment or program needs. The budget office shares separately with each building principal their discretionary budget each spring and works with building leaders to allocate this budget as appropriate for student needs. Additionally, schools receiving Title I funds hold Title I Plan reviews with the Title I Office to review needs and programs supported by Title I.

5. Describe system supports that align efforts to improve continuous school improvement and student achievement. Supports might include alignment of school improvement efforts and plans (e.g. NCA AdvancED, Rule 10, MTSS, Title I Schoolwide Plans, PEAK, etc.), and/or extending instructional time (e.g. school day, school year, etc.) or the adoption and implementation of high-quality instructional materials. Compare the areas of need to the selected intervention/strategy. How will the selected intervention/strategy help the school to align continuous school improvement efforts?

   The OPS framework for continuous school improvement requires that schools select goals and progress monitor their activities towards reaching their goals focused on Academics (Rule 10 and AQuESTT), MTSS-B, and Attendance. Title I schools complete a school-wide plan that supports the tenants of AQuESTT. In addition, Summer School Programming and tutoring programming focus on increasing academic achievement as outlined in the school's plan for improvement. The district has completed a textbook adoption for ELA and Reading in the past two years. By focusing on teachers' effective use of checks for understanding to inform their instruction, this intervention/strategy supports our current efforts to build teacher effectiveness in using data to inform instruction as evidenced as a need within our Needs Assessment. This strategy ensures we are meeting the needs of each student within the tiers of MTSS, adhering to the requirements of Rule 10, supporting the tenants of AQuESTT and aligning to the Leadership, Learning and Resources Domains of AdvancED.

6. How were families and community engaged in the design of the Support for Improvement (SFI) plan? What role will families and community play in supporting and sustaining the interventions detailed above?

   The principal communicated the selected goals and strategies to parents and sought feedback from families. The current school improvement plan is shared on our school's website and when finalized, this plan will also be shared publicly with our stakeholders. The PTA is actively involved in providing feedback on the work of the school improvement plan and will be included in reviewing appropriate school-wide data as part of our progress monitoring work to support our goals and strategies.

7. How does the school ensure educational equity for ALL students?

   Our school mission is that all students will find success and grow academically and socially into citizens prepared to succeed in life. All students experience daily instruction for the recommended number of minutes in Math and Literacy to ensure that they have an adequate amount of time to engage with the content and allow for teachers to differentiate instruction based on student needs. Teachers are expected to use the district adopted guaranteed and viable curriculum, ensuring that intended curriculum is the taught curriculum, as well as utilizing high probability classroom management and student engagement strategies. All teachers are provided coaching feedback in order to

support improving their instructional practices and addressing the needs of all students. In order to provide educational equity to all students, teachers attend building-level data meetings throughout the year to identify students who are failing to make adequate academic progress. These students are placed in small group intervention programs based on their specific needs.

GOALS—Determined through completion of a Needs Assessment

8. Identify and prioritize the areas of greatest need your school will focus on for the next three years? List at least 3 and no more than 5. These goals should be written as SMART goals – Specific, Measurable, Actionable, Relevant, and Time bound. These goals will transfer to the Action Plans and Budget Detail.

	Prioritized Area(s) of Greatest Need (List at least 3 and no more than 5)
1	By May 2020, the rate of students with an attendance rate of 95% or higher will increase from 42% to 50%.
2	By May 2020, the percentage of students who score 'College and Career Ready' or 'On Track' on the NSCAS English Language Arts assessment will increase from 25% to 35%. In addition, with an increased focus on academic vocabulary in tandem with our ELA Action Plan, the percentage of students who score 'College and Career Ready' or 'On Track' on the NSCAS Science assessment will increase from 13% to 23%.
3	By May 2020, the percentage of students who score 'College and Career Ready' or 'On Track' on the NSCAS Math assessment will increase from 20% to 30%.

GOALS / ACTION PLANS

Alignment to AQuESTT: Teaching, Learning, and Serving Domain; Student Success and Access Domain
To ensure educational equity, schools must design, implement, monitor, and revise plans to address identified needs that focus on supporting student success.

Links to website that provide information on evidence-based materials:
  What Works Clearinghouse (WWC): https://ies.ed.gov/ncee/wwc/)
  Evidence for ESSA: https://www.evidenceforessa.org/
  Ed Reports: https://www.edreports.org/

Listed below are the levels of evidence outlined in ESSA. For each action plan the applicant must identify the level of evidence of the strategy to be implemented.

1. Strong Evidence--To be supported by strong evidence, there must be at least one well-designed and well-implemented experimental study (e.g., a randomized control trial) on the intervention. The USDE considers an experimental study to be well-designed and well-implemented if it meets WWC Evidence Standards without reservations or is of the equivalent quality for making casual inferences. Additionally, to provide strong evidence, the study should:
   a. Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;

     b.   Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same intervention in other studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences;

     c.   Have a large sample and a multi-site sample; and

     d.   Have a sample that overlaps with the populations (i.e., the types of students served) AND settings (e.g., rural, urban) proposed to receive the intervention.

2. <u>Moderate Evidence</u>—To be supported by moderate evidence, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention. The Department considers a quasi-experimental study to be well-designed and well- implemented if it meets WWC Evidence Standards with reservations or is of the equivalent quality for making causal inferences. Additionally, to provide moderate evidence, the study should:

     a.   Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;

     b.   Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from other findings in studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences;

     c.   Have a large sample and a multi-site sample; and

     d.   Have a sample that overlaps with the populations (i.e., the types of students served) OR settings (e.g., rural, urban) proposed to receive the intervention.

3. <u>Promising Evidence</u>--To be supported by promising evidence, there must be at least one well-designed and well-implemented correlational study with statistical controls for selection bias on the intervention. The Department considers a correlational study to be well-designed and well-implemented if it uses sampling and/or analytic methods to reduce or account for differences between the intervention group and a comparison group. Additionally, to provide promising evidence, the study should:

     a.   Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome; and

     b.   Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from findings in studies that meet What Works Clearinghouse Evidence Standards with or without reservations or are equivalent quality for making causal inferences.

4. <u>Demonstrates a Rationale</u>--To demonstrate a rationale, the intervention should include:

     a.   A well specified logic model that is informed by research or an evaluation that suggests the intervention is likely to improve relevant outcomes; and

     b.   An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of the intervention.

Action Plan – Goal 1	
Intervention/Strategy	Increase student attendance by establishing and maintaining an attendance team to consist of the principal, assistant principal, attendance secretary, counselor, social worker, and family liaison that analyzes daily attendance, and meets weekly to identify possible barriers and develop subsequent actions.

Is intervention/strategy currently in place? If yes, for how long?	☐ Yes ☒ No
Describe the activities for implementing this intervention/strategy-- include key steps and dates	*Family Liaison and/or Social Worker will make daily contact with the family of students identified as chronically absent any time they are not in attendance and do home visits as necessary. *Weekly Attendance Team meetings to discuss attendance trends, identify possible barriers, and develop subsequent actions. *Attendance Team will engage in a monthly book study of *School Leader's Guide to Tackling Attendance Challenges* by Jessica and Randy Spick. *Social worker or school counselor offers SAFE, Connections, etc. referrals to families to provide additional support as needed. *Monthly Coffee Chats with family liaison to establish relationships, identify barriers to attendance, and communicate the importance of regular attendance as well as providing academic supports as necessary. *Daily/monthly/semester attendance incentives and awards. *Social Worker will hold weekly parenting classes to include an emphasis on attendance.
Evidence level category 1-4 per ESSA requirements— Provide explanation	☒ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 According to randomized, controlled study conducted by Rogers, Duncan, Wolford, Ternovski, Subramanyam, and Reitano (2017) frequent, specific communication with students and their families regarding attendance problems was shown to have a significant positive impact on the students' subsequent attendance. Reference: Rogers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S., & Reitano, A. (2017). A randomized experiment using absenteeism information to "nudge" attendance (REL 2017–252). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from https://ies.ed.gov/ncee/wwc/
Two-Year Goal	By May 2020, the rate of students who are consistently in attendance (95%+ of the time) will increase from 42% to 50%.
Interim Benchmark/Goal(s)	By the end of the first quarter of the 2019-20 school year, 44% of students will be consistently in attendance (95%+ of the time).

	By the end of the second quarter of the 2019-20 school year, 46 % of students will be consistently in attendance (95%+ of the time). By the end of the third quarter of the 2019-20 school year, 48 % of students will be consistently in attendance (95%+ of the time). By the end of the fourth quarter of the 2019-20 school year, 50% of students will be consistently in attendance (95%+ of the time).
Start Date	April 2019
Full implementation date	August 2019
Person(s) responsible	Principal, Assistant Principal, attendance secretary, counselor, social worker, family liaison
Progress Monitoring / Evaluating	*Daily attendance analysis and follow up by social worker and family liaison *Weekly attendance team meetings *Monthly attendance data review and awards
If staff will be paid with SFI funds, include name/position	None
Cost – Year 1	$0 - Books already purchased - PTO will support funding for Coffee Chats
Cost – Year 2	$0 - Books already purchased - PTO will support funding for Coffee Chats

If the goal listed above will be financially supported with *Support for Improvement* funds for the current application, check the box below. If the listed goal will not be financially supported, you MUST mark the Not Applicable.

☐ Support for Improvement Funds
☒ Not Applicable

Action Plan 1 – Goal 2	
Intervention/Strategy	Training, materials, and support will be provided to build staff members' capacity to utilize high probability strategies in the areas of word analysis, vocabulary, and comprehension.

Is intervention/strategy currently in place? If yes, for how long?	☒ Yes ☐ No ** Introduction to PD topics during the 2018-19 school year. More intensive training and implementation during the 2019-20 school year.
Describe the activities for implementing this intervention/strategy-- include key steps and dates	*Close Reading workshop for staff in the summer of 2019. *Creating and/or amending materials to support Close Reading during the summer of 2019. *Close Reading lessons in all classrooms weekly. *Explicit phonics training for staff in the summer of 2019. *Creating and/or amending materials to support explicit phonics instruction during the summer of 2019. *Explicit phonics instruction in all classrooms daily. *Staff workshop related to building word consciousness/vocabulary across all content areas in the summer of 2019. *Creating and/or amending materials to support word consciousness/ vocabulary across all content areas during the summer of 2019. *Lessons and activities to support word consciousness/vocabulary development across all content areas in all classrooms daily. *Reading Interventionist to support the development of grade level readers daily.
Evidence level category 1-4 per ESSA requirements— Provide explanation	☐ Level 1 ☒ Level 2 ☐ Level 3 ☐ Level 4 According to *Visible Learning: A Synthesis of Over 800-Meta Analyses Relating to Achievement (Hattie, 2009)*, the strategies included in this application are all identified as moderately to highly effective. They include phonics instruction (d = 0.70), repeated reading utilizing Close Reading procedures (d = 0.76), multidimensional vocabulary programs (d = 0.67), and interventions for students with learning needs (d = 0.77). Reference: Hattie, J. A.C. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.
Two-Year Goal	By May 2020, the percentage of students who score 'College and Career Ready' or 'On Track' on the NSCAS English Language Arts assessment will increase from 25% to 35%.
Interim Benchmark/Goal(s)	1. By Winter of 2019-2020, students will demonstrate a 5% growth on MAP ELA assessments over their Fall results. By Spring, students will demonstrate 10% growth on MAP ELA assessments over their Fall results. 2. By the end of the first quarter, 80% of teachers will implement daily activities related to Close Reading, word consciousness/content area vocabulary, and explicit phonics as

	evidenced on lesson plans, coaching visits, and an increase of student achievement on formative assessments
	3. By the end of the first semester, 90% of teachers will implement daily activities related to Close Reading, word consciousness/content area vocabulary, and explicit phonics as evidenced on lesson plans, coaching visits, and an increase of student achievement on formative assessments.
	4. By the end of the 2019-2020 school year, 100% of teachers will implement daily activities related to Close Reading, word consciousness/content area vocabulary, and explicit phonics as evidenced on lesson plans, coaching visits, and an increase of student achievement on formative assessments.
	5. By the end of the first semester of 2019-2020, the percentage of students reading on or above grade level as reported on 2nd quarter report cards will increase from 66% to 70%.
Start Date	May 2019
Full implementation date	May 2020
Person(s) responsible	Principal, Assistant Principal, CIS Supervisor, Instructional Facilitator, Teachers, Reading Interventionist
Progress Monitoring / Evaluating	*Quarterly lesson plan checks to ensure the use of targeted strategies. *Teachers will participate in monthly peer observations to support their implementation of the targeted literacy strategies. *Leadership Team will provide coaching feedback (weekly) and evaluation (for teachers in the appraisal cycle). *Grade level teams will use protocols for reviewing student work and common assessments to plan for instruction and intervention at monthly meetings. *Leadership team and teachers will meet regularly to analyze interim MAP data and develop a plan for meeting the needs of students not performing as anticipated on assessments.
If staff will be paid with SFI funds, include name/position	TBD/Reading Interventionist
Cost – Year 1	Summer Phonics Workshop (20 hours for each participant @ $28.75 an hour, $575 per participant) Pay for the Instructional Facilitator to prepare and facilitate the Phonics Workshop at $28.75 per hour (40 hours = $1,150) Curriculum Writing-Close Reading (20 hours for each participant @ $28.75 an hour, $575 per participant)

	Pay for the Instructional Facilitator to prepare and facilitate at $28.75 per hour (40 hours = $1,150)
Cost – Year 2	Reading Interventionist (.5 FTE = $27,300)

If the goal listed above will be financially supported with *Support for Improvement* funds for the current application, check the box below. If the listed goal will not be financially supported, you MUST mark the Not Applicable.

☒ Support for Improvement Funds
☐ Not Applicable

Action Plan – Goal 3	
Intervention/Strategy	Training, materials, and support will be provided to build staff members' capacity to utilize high probability strategies in the area of numeracy.
Is intervention/strategy currently in place? If yes, for how long?	☐ Yes ☒ No
Describe the activities for implementing this intervention/strategy-- include key steps and dates	*Staff workshop related to building numeracy skills in the summer of 2019. *Staff will participate in a monthly book study of *Number Talks* by Sherry Parrish and *Number Routines* by Jessica Shumway. *Creating and/or amending instructional materials to support Number Talks during the summer of 2019. *Lessons and activities designed to support numeracy development in all classrooms daily. *Staff workshop related to the effective use manipulatives as a part of CPA in the summer of 2019. *Aligning Go Math! instructional materials to support the effective use manipulatives to support CPA during the summer. *Effective use of manipulatives as a part of CPA in all classrooms daily. *Staff workshop related to improving student math fact fluency in the summer of 2019. *Staff will participate in a monthly book study of *Mastering the Basic Math Facts in Addition and Subtraction: Strategies, Activities, and Interventions to Move Students Beyond Memorization* and/or *Mastering the Basic Math Facts in Multiplication and Division: Strategies, Activities & Interventions to Move Students Beyond Memorization* by Susan O'Connell and John SanGiovanni *Daily use of strategies to increase math fact fluency in all classrooms.

	*Math Interventionist to support the development of grade level numeracy skills daily.
Evidence level category 1-4 per ESSA requirements— Provide explanation	☐ Level 1 ☒ Level 2 ☐ Level 3 ☐ Level 4 According to *Visible Learning: A Synthesis of Over 800-Meta Analyses Relating to Achievement (Hattie, 2009)*, the strategies included in this application are all identified as moderately to highly effective. They include classroom discussion/math discourse (d = 0.82), deliberate practice (d = 0.82), metacognitive strategies (d = 0.60), interventions for students with learning needs (d = 0.77) and the use of manipulatives (d = 0.30). Reference: Hattie, J. A.C. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.
Two-Year Goal	By May 2020, the percentage of students who score 'College and Career Ready' or 'On Track' on the NSCAS Math assessment will increase from 20% to 30%.
Interim Benchmark/Goal(s)	1. By Winter of 2019-2020, students will demonstrate a 5% growth on MAP Math assessments over their Fall results. By Spring, students will demonstrate 10% growth on MAP Math assessments over their Fall results. 2. By the end of 1st quarter, 80% of teachers will demonstrate the use of strategies and materials to support numeracy development and fact fluency as observed through coaching visits. 3. By the end of 1st semester, 90% of teachers will demonstrate the use of strategies and materials to support numeracy development and fact fluency as observed through coaching visits. 4. By the end of 3rd quarter, 100% of teachers will demonstrate the use of strategies and materials to support numeracy development and fact fluency as observed through coaching visits 5. By the end of the first semester of 2019-2020, the percentage of students performing on or above grade level in math as reported on 2nd quarter report cards will increase from 69% to 73%.
Start Date	May 2019
Full implementation date	May 2020

Person(s) responsible	Principal, Assistant Principal, Instructional Facilitator, Teachers, CIS Supervisor, Math Interventionist
Progress Monitoring / Evaluating	*Quarterly lesson plan checks to ensure the use of targeted strategies. *Teachers will participate in monthly peer observations to support their implementation of the targeted math strategies. *Leadership Team will provide coaching feedback (weekly) and evaluation (for teachers in the appraisal cycle). *Grade level teams will use protocols for reviewing student work and common assessments to plan for instruction and intervention at monthly meetings. *Leadership team and teachers will meet regularly to analyze interim MAP data and develop a plan for meeting the needs of students not performing as anticipated on assessments.
If staff will be paid with SFI funds, include name/position	TBD/Math Interventionist
Cost – Year 1	Summer CPA Workshop (20 hours for each participant @ $28.75 an hour, $575 per participant) Summer Curriculum Writing-Number Talks Workshop (20 hours for each participant @ $28.75 an hour, $575 per participant) Pay for the Instructional Facilitator to prepare and facilitate Curriculum Writing-Number Talks at $28.75 per hour (40 hours = $1,150)
Cost – Year 2	Math Interventionist (.5 FTE = $27,300)

If the goal listed above will be financially supported with *Support for Improvement* funds for the current application, check the box below. If the listed goal will not be financially supported, you MUST mark the Not Applicable.

☒ Support for Improvement Funds
☐ Not Applicable

Opportunity
The Nebraska Leadership and Learning Network (NLLN), is a recently organized group that focuses on supporting educational leaders. The NLLN has collaboratively identified critical educational leadership levers associated with ensuring equity of opportunity and access for learners who are most in need of support. The NLLN group has identified a need for the State to embrace an instructionally focused priority for all principals and other instructionally focused leaders in schools identified as in need of improvement. The group values the importance of developing a formal plan for engagement to build a shared understanding and collective efforts in support of educational leadership. **If your school were given the opportunity to participate in this coaching and support model would you be interested?**
☐ Yes   ☒ No