



Priority School Progress Plan
For Druid Hill Elementary School
Omaha Public Schools



Priority School Progress Plan

Purpose

Each Priority School under Accountability for a Quality Education System Today and Tomorrow (AQuESTT), Nebraska's accountability system for public schools and districts, is required to submit a Progress Plan for approval by the State Board of Education (79-760.07 R.R.S.) The purpose of the Progress Plan is to identify goals and areas for growth and improvement, measurable indicators of progress, strategies and actions to achieve improvement, associated timelines and resources, and evidence to monitor progress. The Progress Plan will serve as the primary improvement plan for the Priority School and will also be part of the continuous improvement plan for the district in which the Priority School is located (92 NAC 10, Section 009.01B2).

AQuESTT Framework for Support and Intervention for Priority Schools

AQuESTT provides the framework for intervention and support of improvement efforts by Priority Schools. The AQuESTT domains of *Student Success and Access* and *Teaching and Learning* rely on the following AQuESTT tenets to guide schools and districts in achieving a quality education system and ensuring student success:

- Positive Partnerships, Relationships & Student Success
- Transitions
- Educational Opportunities & Access
- College & Career Readiness
- Assessment
- Educator Effectiveness

Within the framework for Priority School interventions, the following indicators of effective schools support the AQuESTT tenets and will guide the identification of improvement areas and assist in determining appropriate actions and strategies for improvement:

- *Clear, Compelling Direction*
- *Instructional Leadership*
- *Student and Staff Culture*

Goals, actions, and strategies for improvement aligned to one or more of these indicators will form the basis of the Progress Plan for Priority Schools. As such, these indicators will focus the improvement efforts of the Priority School on the domains and tenets of AQuESTT.

Priority School Progress Plan

The Progress Plan will include goals and strategies for improvement for the Priority School and may also include goals and strategies for improvement for the district Superintendent and the local Board of Education. The Progress Plan will also include processes for monitoring the progress of improvements through updates and reports to Nebraska Department of Education (NDE) and the State Board of Education. Additional information (e.g., school data, reports of student achievement, survey results, improvement plans, etc.) may accompany the Progress Plan in order to provide rationale(s) for improvement goals and to document progress efforts. The Progress Plans for schools designated as Priority Schools in 2015 will be submitted to the State Board for approval on August 5, 2016.

The Process

After a comprehensive review of multiple data points to include student achievement, perception, demographic and school process data, Druid Hill Elementary School within Omaha Public Schools was designated as a Priority School on December 4, 2015. Numerous site visits and conversations led by the Nebraska Commissioner and Deputy Commissioner of Education and the Omaha Public Schools' Superintendent, district, and school leaders occurred beginning in January 2016 to explain the priority school designation and seek understanding and commitment from district and school leaders regarding the improvement process. The NDE team visited Druid Hill Elementary School on January 25, 2016 for the purpose of meeting with members of the district office and Dr. Kathy Kennedy, the consultant working with Druid Hill during the 2015-2016 school year as part of the school district's efforts to focus on their persistently low performing schools. After gaining an understanding of the focus of the 2015-2016 work, the NDE team observed several episodes of coaching teachers by the Druid Hill leadership team.

Several additional meetings occurred with school and district leaders as well as staff members during the months of February, March, and April in order to gain an understanding of the needs of Druid Hill Elementary School to include the following:

- a meeting with the district and building leadership team to respond to questions about support available from NDE (February 17, 2016);
- a meeting with the Building Instructional Leadership Team regarding summer professional development (February 24, 2016);
- a meeting with Jeanne Heaston, Nebraska Department of Education, regarding Special Education (March 28, 2016);
- attendance at the Druid Hill Elementary School faculty meeting to identify professional learning needs and respond to questions from the Druid Hill team about their designation as a Priority School (March 29, 2016);
- telephone conference with Melissa Comine, Omaha Public Schools Executive Director of Elementary School Support And Supervision with supervisory responsibilities for Druid Hill Elementary School, to discuss the current School Improvement Plan (April 7, 2016);
- a follow-up meeting with the Druid Hill Leadership Team regarding feedback from the faculty meeting and ways NDE could support their professional learning needs (April 8, 2016); and
- a follow-up NDE meeting with Melissa Comine to continue conversations about Druid Hill's current School Improvement Plan (April 27, 2016);

In order to gain input to inform the development of the Priority School Progress Plan, meetings were held with internal and external stakeholders on May 5, 2016, to include selected students from grades 2-6,

Nebraska Department of Education, Matthew L. Blomstedt, Ph.D., Commissioner of Education

teachers, staff members, parents, and business partners. The input from these stakeholder meetings were used by Omaha Public Schools' district leaders, Druid Hill leaders, members of the NDE team, and Dr. Kathy Kennedy, consultant working with Druid Hill Elementary School during the 2015-2016 school year, to develop the Priority School Progress Plan on May 25, 2016 and June 17, 2016.

An update concerning the Priority Schools' designation and progress toward supporting school improvement was provided to the State Board of Education on June 2, 2016. During their committee meetings and the full Board work session, State Board members reviewed the Progress Plan template and examples of goals and action steps.

A draft of the Progress Plan for Druid Hill Elementary School was shared with the Omaha Public Schools' Superintendent and members of his leadership team by the Commissioner of Education Blomstedt, Deputy Commissioner of Education Frison, and NDE staff on August 2, 2016, at the Omaha Public Schools Teacher Administrative Center.

The Future

The Druid Hill Elementary School Leadership Team is excited to welcome teachers to the 2016-2017 school year on August 10 in anticipation of students beginning the new school year on August 17, 2016. Working together, there is no doubt the Druid Hill community will accomplish the Progress Plan goals and strategies, which focus on Clear, Compelling Direction; Student and Staff Culture; and Instructional Leadership. Creating a positive emotional teaching and learning culture where children want to learn, parents want to send their children and teachers want to work will be a focus of the Druid Hill Team.



2016-2017 Priority School Progress Plan for Druid Hill Elementary School

School Name: Druid Hill Elementary School **School District:** Omaha Public Schools

School Address: 4020 North 30th St. Omaha, NE 68111

School District Superintendent: Mark Evans **Superintendent Signature:** _____ **Date:** _____

School Principal: Cherice Williams **Principal Signature:** _____ **Date:** _____

Executive Director of Elementary School Support and Supervision: Melissa Comine **Executive Director Signature:** _____ **Date:** _____

Deputy Commissioner of Education: Deborah A. Frison **Deputy Commissioner Signature:** _____ **Date:** _____

Commissioner of Education: Matthew L. Blomstedt **Commissioner Signature:** _____ **Date:** _____

State Board of Education President: Rachel Wise **Board President Signature:** _____ **Date:** _____

Priority School Progress Plan for Druid Hill Elementary School

Indicator of an Effective School: Clear, Compelling Direction

Improvement Goal: During the 2016-2017 school year, Druid Hill Elementary School staff and students will intentionally choose moment by moment actions identifiable by high energy and grace in order to maintain focus on teaching and learning as evidenced by data (e.g., Positive Action Center (PAC)/office referrals, suspension data, classroom coaching, perception data, etc.).

Rationale/Evidence for Improvement Goal:

1. Input from multiple stakeholder groups to include students, administrators, teachers, staff, parents, and community members.
 - a. Student, staff, and family feedback supporting activities, and processes to improve communication and engagement
 - b. Family feedback supporting high expectations for teaching and learning
2. 2015-2016 Out of School Suspensions - 101
3. 2015-2016 Office Referrals - 722
4. 2015-2016 Student Attendance - 96.51%

CLEAR, COMPELLING DIRECTION	Action/ Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
AQUESTT Tenet Alignment Educator Effectiveness College And Career Ready Assessment Positive Partnerships, Relationships & Student Success Transitions Educational Opportunities And Access	1. Collaborate with students, teachers and staff to define, communicate, operationalize, and monitor school-wide and classroom procedures and routines so that behavior expectations are consistent and support teaching and learning.	May 2016 - May 2017	Procedures and routines checklist Harry Wong videos and text Classroom observation data OPS Academic Action Plan Best Instructional Practices Handbook Professional learning about de-escalation	Principal School Support Liaison (SSL) Teachers Staff Students	May 2016 – Teachers identify and write procedures for school-wide routines June 2016 – Procedures edited and videos using summer school students to model routines August 2016 – Implementation of procedures and routines November 2016/ January, April 2017 – status updates to OPS staff and NDE	Procedures and Routines steps Videos for Procedures and Routines
	2. Create, post, and regularly communicate school-wide behavior expectations, rewards, consequences, and a management system in every classroom and high traffic areas so that students' behavior is conducive to teaching and learning.	July 2016 - May 2017	Behavior Goals from Successful Schools Multi-Tiered System of Support-B	Principal SSL Teachers Staff Counselor School Social Worker	August 2016 – post and discuss expectations with students November 2016/ January, April 2017 – status updates to OPS staff and NDE	Behavior expectations, rewards, consequences posters Classroom behavior management system Behavior data

CLEAR, COMPELLING DIRECTION	Action/ Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
AQuESTT Tenet Alignment Educator Effectiveness College and Career Ready Assessment Positive Partnerships, Relationships & Student Success Transitions Educational Opportunities and Access	3. Conduct beginning of the year and quarterly meetings with students focused on behavior expectations with individual grade levels so that students understand how moment by moment actions impact teaching and learning.	August 2016 - May 2017	Student Behavior Expectations	Principal SSL Counselor	Meetings conducted: August 2016, November 2016, January 2017, March 2017 January/May 2017 Present updates to OPS Staff and NDE	PowerPoint presentation for students on behavior expectations
	4. Participate in Teaching Studies highlighting high-energy instructional delivery so that teachers determine the implications for student behavior and time on learning.	September 2016 - March 2017	OPS Academic Action Plan Best Instructional Practices Handbook	Building Leadership Team	July/August 2016 – Determine cohorts/dates of meetings Cohorts Meet for Teaching Studies: September/October/ November 2016; January/February/ March 2017 October 2016; January/May 2017 Present updates to OPS Staff and NDE	Teaching study cohorts Teaching study feedback from cohorts

<p style="text-align: center;">CLEAR, COMPELLING DIRECTION</p> <p style="text-align: center;"><i>AQuESTT Tenet Alignment</i></p> <p style="text-align: center;">Educator Effectiveness</p> <p style="text-align: center;">College and Career Ready</p> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">Positive Partnerships, Relationships & Student Success</p> <p style="text-align: center;">Transitions</p> <p style="text-align: center;">Educational Opportunities and Access</p>	<p>5. Provide direction, support and resources to para-professionals to reinforce that procedures and routines so that students hear consistent messages.</p>	<p>August 2016 - May 2017</p>	<p>Procedures and routines</p> <p>Student Behavior Expectations</p>	<p>Building Leadership Team</p> <p>Teachers</p>	<p>September 2016 and February 2017 – Report to OPS Staff</p> <p>November 2016 and March 2017 – Report to OPS Staff and NDE</p>	<p>Observation data</p> <p>Agendas</p>
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Priority School Progress Plan for Druid Hill Elementary School

Indicator of an Effective School: Student and Staff Culture

Improvement Goal: As evidenced by the staff and student engagement surveys administered in the Fall of 2016, Druid Hill Elementary School will use baseline data as indicated on the staff and student engagement surveys to improve staff and student culture by May 2017.

Rationale/Evidence for Improvement Goal:

1. Stakeholder School Improvement Plan input from April 2016:
 - a. Interviews with staff, teachers, students, parents, and community members
 - b. Information provided by school leadership
 - c. Information provided by Instructional Leadership Team (ILT)
2. Staff Attendance Data for 2014-2015 and 2015-2016 showing increased staff absences:
 - a. 2015-2016 – 834 total staff absences; 649 substitutes required; 510 substitutes filled; 139 substitutes unfilled; and fill rate of 78.58%
3. Climate Survey results for 2014-2015 showing significant decline in student, staff, parent perceptions about:
 - a. School climate
 - b. School safety
 - c. Equity/respect for diversity
 - d. Discipline

STUDENT AND STAFF CULTURE	Action/ Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
<p><i>AQuESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities and Access</p>	<p>1. Administer the OPS Engagement Survey to staff and students so that baseline data can be used to create strategies to improve student and staff culture.</p> <p>2. Engage Druid Hill’s Instructional Leadership Team (ILT) so that staff are empowered through teacher leadership by:</p> <p>a. Planning purposeful activities to support Druid Hill’s core values and beliefs to meet instructional goals.</p> <p>b. Administering and analyzing Quick Data Checks to ensure consistent communication regarding procedures and routines and expectations for effective instruction.</p> <p>c. Participating regularly and consistently in ILT meetings to champion conversations aligned to Druid Hill’s School Improvement Plan.</p>	<p>September 2016 - May 2017</p> <p>July 2016 - May 2016</p>	<p>OPS Research Division</p> <p>Summer Institute for ILT (Sherwood)</p> <p>Omaha Education Association (OEA)</p>	<p>OPS Research Division</p> <p>Building Leadership</p> <p>ILT</p> <p>OEA Summer Institute - Sherwood funding</p> <p>ILT</p> <p>Building Leadership</p>	<p>November 2016 February 2017</p> <p>August 2016 – May 2017 Monthly meetings</p> <p>November 2016- February 2017 - Administer and analyze results of Quick Data Checks</p>	<p>Quick Data Check (ILT)</p> <p>Staff/student attendance data</p> <p>Building leadership observations/reports</p> <p>Agendas/minutes</p> <p>Quick Data Check responses and analyses</p>

STUDENT AND STAFF CULTURE	Action/ Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
<p><i>AQuESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p>	3.Utilize Teaching Studies to highlight student and staff culture so that teachers engage in conversations to improve teaching and learning.	September 2016 - March 2017	OPS Academic Action Plan Best Instructional Practices Handbook	Principal Building Leadership Team	<p>July/August 2016 – Determine cohorts/dates of meetings</p> <p>Cohorts meet for Teaching Studies: September/October/ November 2016; January/ February/ March 2017</p>	<p>Teaching study cohorts</p> <p>Teaching study feedback from cohorts</p>
<p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities And Access</p>	4.Continue to conduct staff culture checks so that rapport between staff and the leadership team is enhanced.	August 2016 - March 2017	<p><i>Leverage Leadership, Bambrick-Santoyo</i></p> <p>Culture Survey Sample Questions</p>	Principal Building Leadership Team ILT	<p>October 2016 – Staff Meeting Survey to Get Feedback About School Culture</p> <p>January 2017 – Staff Meeting Survey to get feedback about culture</p> <p>March 2017 – Staff Meeting Survey to get feedback about culture</p>	<p>Feedback analyses and ILT improvement suggestions and reports</p>

<p>STUDENT AND STAFF CULTURE</p> <p><i>AQuESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities And Access</p>	<p>5. Conduct weekly collaborative planning during grade level teams so that curriculum and high probability instructional practices are consistent in all classrooms and build a culture of high expectations for learning.</p>	<p>August 2016 - May 2017</p>	<p>Master Schedule</p> <p>Core Curriculum Resources</p> <p>OPS Action Plan Best Instructional Practices Book</p> <p>Nebraska Content Standards</p> <p>OPS Core Subject Area Resources</p> <p>OPS Pacing Guides</p>	<p>Principal</p> <p>Building Leadership Team</p> <p>Teachers</p>	<p>August 2016 – Distribute Master Schedule</p> <p>September 2016 - May 2017 – Grade Level Teams meet weekly to plan lessons and study high probability strategies</p>	<p>Lesson Plan checklists</p> <p>Meeting agendas/ minutes</p>
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Priority School Progress Plan for Druid Hill Elementary School

Indicator of an Effective School: Instructional Leadership

Improvement Goal: During the 2016-2017 academic year all Druid Hill Elementary School students will develop and apply Number Sense to learn to solve, model and represent mathematical problems; communicate mathematical concepts effectively; and make mathematical connections as evidenced *by multiple measures*:

1. 2016-2017 October/February teacher made by grade level common assessment expectations:
 - a. 80% of all K-6 students will perform at the proficient or advanced levels on the grade level common assessment (October 2016/February 2017).

2. 2016-2017 NWEA-MAP expectations:
 - a. 80% of students in grades K-2 will demonstrate growth in math;
 - b. 30% of students in K-2 will meet their individual projected growth goal from fall 2016 NWEA-MAP testing;
 - c. 75% of students in grades 3-5 will demonstrate growth in math;
 - d. 20% of students in 3-5 will meet their individual projected growth goal from fall 2016 NWEA-MAP testing.

3. 2016-2017 NeSA-Mathematics expectations: Percent of students proficient on NeSA- Math will increase by 5%.

NeSA Math			
Grade	2014-2015	2015-2016	2016-2017 Goal
3	15%	37%	42%
4	13%	14%	19%
5	24%	29%	34%
6	29%	17%	(Sixth grade no longer at Druid Hill)
Total	20%	24%	32%

Rationale/Evidence for improvement Goal:

1. Input from multiple stakeholder groups including students, administrators, staff, and parents:
 - a. Support for improvement in the use of math manipulatives to improve student learning
 - b. Homework expectations for math

2. NeSA-Mathematics Results for Grades 3-6

Year	Percent of Students Proficient
2010-2011	26
2011-2012	30
2012-2013	25
2013-2014	25
2014-2015	20
2015-2016	24

3. MAP Math Performance Results for Grade 2

MAP Math Average RIT Score		
Years	Fall	Spring
2014-2015	176	182
2015-2016	169	183

INSTRUCTIONAL LEADERSHIP	Action/ Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
<p><i>AQuESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College and Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities and Access</p>	<p>1. Align Nebraska Math Content Standards, curriculum, lesson plans, assessment, and professional learning so that daily instruction is enhanced to support learning needs of each student.</p> <p>2. Expect high quality math instruction in every classroom and within all content areas so that all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level to include:</p> <p>a. Utilizing OPS First 20 Days math lesson plans</p>	<p>August 2016 - May 2017</p> <p>August 2016 - May 2017</p>	<p>Nebraska Math Content Area Standards</p> <p>OPS Core Subject Resources</p> <p>MAP Assessments (Measures of Academic Progress)</p> <p>NeSA-Mathematics Table of Specifications</p> <p>Curriculum Long Range Planning Template</p> <p>After School Programs</p> <p>Big Brainz (Math Fact Fluency Web-Based Program)</p> <p>OPS First 20 Day Lesson Plans</p>	<p>Building Leadership</p> <p>All Staff</p> <p>Principal</p> <p>OPS Consultant</p> <p>Instructional Facilitator</p> <p>Teachers</p> <p>ILT</p>	<p>August 2016 – School Improvement Planning to develop long range plans</p> <p>August 2016 –MAP Assessment Training</p> <p>September 2016 - May 2017 Weekly Collaborative Planning meetings</p> <p>August 2016 - May 2017 Best Practice with:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Math Talk • Descriptive Feedback • Using CPA and Math 	<p>Long range plans for instruction and assessments</p> <p>Instructional pacing guides</p> <p>Data binders including math running records</p> <p>Summative/formative assessments</p> <p>Professional development attendance log</p> <p>Collaborative planning meeting agendas/ minutes</p> <p>Coaching visit documentation by Leadership Team to ensure alignment to pacing guides</p> <p>Documented Lesson Plan checks by Administrators</p>

<p>INSTRUCTIONAL LEADERSHIP</p> <p><i>AQUESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College and Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities and Access</p>	<p>b. Conducting and utilizing professional learning on high probability strategies that support acquisition of math academic vocabulary</p> <p>c. Conducting and utilizing professional learning on Math Talk to promote math discourse every day (e.g. explaining orally how to solve a problem, telling a partner if you agree/disagree and why, debating, etc.)</p> <p>d. Participating in a book study of <i>Principles to Action</i> published by the National Council of Teachers of Mathematics (NCTM)</p> <p>e. Ensuring Early Childhood teachers intentionally set up learning centers in their classrooms that embed math concepts into children’s learning plans and provide natural opportunities for daily practice</p> <p>f. Participating in weekly common grade-level planning with the Leadership Team</p> <p>g. Posting and referencing daily student-friendly learning targets that contain the thinking level and skill students are expected to master during the lesson in every classroom</p> <p>h. Providing more authentic and complex learning opportunities for students that promote math</p>		<p>OPS Math Coaches and Specialists</p> <p>NDE Math Specialists</p> <p>OPS Consultant</p> <p>OPS Math Pacing Guides</p> <p>OPS Math Resources</p> <p>GoMath Resources</p> <p><i>Principles to Action, NCTM</i></p> <p>Math Data Binder</p> <p>Measures of Academic Progress (MAP) Training for Staff</p>	<p>OPS Math Coaches and Specialists</p>	<p>Manipulatives</p> <ul style="list-style-type: none"> • Writing Across the Curriculum • Creating Effective Formative Math Assessments • Gradual Release • Effective Objectives <p>Presentations during Collaborative Planning/Staff/Team meetings</p> <p>September 2016 - December 2017 <i>Principles to Action</i> Book Study during Grade Level Collaboration Meetings</p> <p>Quarterly Progress Reports to OPS/NDE Staff: September 2016, December 2016, February 2017, May 2017</p>	<p>Word Walls</p> <p>Reflection questions and dialogue from book study</p> <p>Formative assessments/results</p> <p>MAP data</p> <p>Teaching studies posters</p> <p>Attendance logs for professional development</p>
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<p>INSTRUCTIONAL LEADERSHIP</p> <p><i>AQUESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College and Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities and Access</p>	<p>reasoning and problem solving</p> <p>i. Utilizing the gradual release of instruction model daily in every lesson (modeled – I do; shared – we do; guided – you do with a partner or team/I help; independent – you do)</p> <p>j. Conducting and utilizing professional learning on CPA method (concrete using manipulatives to pictorial to abstract) daily in every lesson</p> <p>k. Embedding writing in mathematics everyday (e.g. exit ticket, entrance ticket, math journal, explaining in writing how to solve a problem, writing in authentic situations, etc.)</p> <p>l. Conducting weekly progress monitoring using anecdotal notes for every student in order to differentiate math instruction.</p> <p>m. Creating and using meaningful assessments to inform instruction, in order to shift the mindset of how teachers view assessments.</p> <p>n. Implementing engagement strategies (Student/Teacher Think Alouds, Think-Ink-Pair-Share; Paired Reading, QAR, etc.</p> <p>o. Continuing Teaching Studies that identify best practices in math instruction.</p>					
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INSTRUCTIONAL LEADERSHIP <i>AQUESTT Tenet Alignment</i> Educator Effectiveness College and Career Ready Assessment Positive Partnerships, Relationships & Student Success Transitions Educational Opportunities and Access	3. Initiate processes for students to set quarterly goals for math achievement so that they take ownership of their learning and teachers provide data-informed instruction.	September 2016 - May 2017	<i>Principles to Action, NTCM</i> Student goal setting documents	Principal Instructional Facilitator Teachers Students	September 2016 - Students set yearly math goals October 2016 – May 2017 – Monthly meetings for students to discuss progress toward attainment of goals with teachers/ administrators /Instructional Facilitator October/ December 2016, February/May 2017 - Quarterly Progress Reports to OPS/NDE Staff	Student goal setting documents Student work samples Math data binders
	4. Provide direction, support, and resources to Para-professionals so that they are able to reinforce math instruction and skills daily during whole group and small group instruction.	September 2016 - May 2017	Written instructional expectations for Para-professionals during math	Principal Instructional Facilitator Teachers/ Para-professionals	September 2016 and February 2017 Reports to OPS Staff November 2016 and March 2017 – Report to OPS Staff and NDE	Classroom observation data Para-professional evaluations
	5. Engage families through a home/school math connection so that families view themselves as partners in developing their child’s success as a math learner.	September 2016 - May 2017	Family Math Night resources Math fluency documents	Principal Instructional Facilitator OPS/NDE Staff	September 2016 - May 2016 – Quarterly family events focused on math November 2016 and March 2017 – Report to OPS Staff and NDE	Family Night agendas Classroom math fluency data reports

Priority School Progress Plan for Druid Hill Elementary School

Indicator of an Effective School: Instructional Leadership

Improvement Goal: By May 2017, K-5 students at Druid Hill Elementary School will apply skills and strategies to be active, purposeful, thoughtful, and competent readers, writers, listeners, and speakers as evidenced by multiple measures to include:

1. 2016-2017 85% of Early Childhood students will meet or exceed widely held expectations in Literacy Gold Checkpoint period:
 - a. 20% will meet or exceed expectations for the Gold Checkpoint in October;
 - b. 60% will meet or exceed expectations for the Gold Checkpoint in February;
 - c. 85% will meet or exceed expectations for the Gold Checkpoint in May.

2. 2016-2017 Fountas & Pinnell Guided Reading Level expectations:
 - a. Kindergarten:
 - i. By January 60% of students will show progress toward Fountas & Pinnell level B or higher;
 - ii. By May 80% of students will show progress toward Fountas & Pinnell level D or higher.
 - b. First Grade:
 - i. By January 65% of students will show progress toward Fountas & Pinnell level F or higher;
 - ii. By May 75% of students will show progress toward Fountas & Pinnell level J or higher.
 - c. Second Grade:
 - i. By January 65% of students will show progress toward Fountas & Pinnell level K or higher;
 - ii. By May 75% of students will show progress toward Fountas & Pinnell level M or higher.
 - d. Third Grade:
 - i. By January 65% of students will show progress toward Fountas & Pinnell level N or higher;
 - ii. By May 75% of students will show progress toward Fountas & Pinnell level P or higher.
 - e. Fourth Grade:
 - i. By January 75% of students will show progress toward Fountas & Pinnell level Q or higher;
 - ii. By May 85% of students will show progress toward Fountas & Pinnell level S or higher.

2. 2016-2017 Fountas & Pinnell Guided Reading Level expectations (continued):
 - f. Fifth Grade
 - i. By January 75% of students will show progress toward Fountas & Pinnell level T or higher;
 - ii. By May 85% of students will show progress toward Fountas & Pinnell level of V or higher.

3. 2016-2017 NWEA-MAP expectations:
 - a. 60% of students in grades K-2 will demonstrate growth in reading from September to December;
 - b. 80% of students in grades K-2 will demonstrate growth in reading from December to May;
 - c. 65% of students in grades 3-5 will demonstrate growth in reading from September to December;
 - d. 75% of students in grades 3-5 will demonstrate growth in reading from December to May;
 - e. 30% of students in K-2 will meet their individual projected growth goal from Fall 2016 to Spring 2017 MAP testing;
 - f. 30% of students in 3-5 will meet their individual projected growth goal from Fall 2016 to Spring 2017 MAP testing.

4. Students will increase their NeSA-English Language Arts scores by 5 percentage points.

NeSA- Reading/Language Arts			
Grades	2014-2015	2015-2016	2016-2017 Goal
3	33%	25%	30%
4	44%	39%	44%
5	36%	56%	60%
6	44%	50%	(Sixth grade no longer at Druid Hill)
Total	39%	42.5%	44% - 48%

Rationale/Evidence for improvement Goal:

1. Input from multiple stakeholder groups including students, administrators, staff, and parents:
 - a. Support for improvement of student achievement in reading
 - b. Homework expectations for reading

2. NeSA-Reading Results for Grades 3-6

Years	Percent of Students Proficient
2010-2011	38
2011-2012	39
2012-2013	39
2013-2014	35
2014-2015	39
2015-2016	43

3. MAP Reading Performance Results for Grade 2

Average MAP Reading RIT Score		
Years	Fall	Spring
2014-2015	163	177
2015-2016	164	176

INSTRUCTIONAL LEADERSHIP	Action/ Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
AQuESTT Tenet Alignment Educator Effectiveness College And Career Ready Assessment Positive Partnerships, Relationships & Student Success Transitions Educational Opportunities And Access	1. Align Nebraska ELA Content Area Standards, OPS curriculum, pacing guides, lesson plans, formative assessments, and professional learning so that daily instruction is enhanced to support the learning needs of each student.	August 2016 - May 2017	Nebraska ELA Standards Pacing Guides Core Reading Resources The Continuum of Literacy Learning NeSA/ MAP/ Fountas & Pinnell data	Principal Literacy Facilitator Classroom Teachers OPS Supervisors OPS Consultant NDE Staff	August 2016 - May 2017 Weekly grade Level Lesson Planning August 2016 – Long Range Curriculum Plans August 2016 –MAP Training August 2016 – May 2017 NDE Quarterly Updates/Reports	Daily posted learning target Daily lesson plans available Long range plans: instruction and assessment Formative assessment records and results
	2. Expect high quality, rigorous and engaging reading instruction in every classroom within all content areas so that all students have sufficient opportunities to progress as strategic readers and achieve success at the next level by: <ol style="list-style-type: none"> a. Participating in professional learning related to the components of balanced literacy during Team Days, grade level meetings and staff meetings b. Planning purposeful, direct and 	August 2016 - May 2017	OPS Balanced Literacy Workshop OPS Pacing guides Core reading resources Balanced Literacy Flipbook MAP Assessments Take Home Book	OPS Supervisors Leadership Team Teachers OPS Consultant Community Learning Center Staff NDE Staff	August 2016 – Balanced Literacy Workshop August 2016 –MAP Training August 2016 – Long Range Planning August 2016 - May 2017 – Bi-monthly Lesson Plan Discussions	Attendance rosters Daily lesson plans Benchmarks – Quarters 1 and 4 Data binders with running records and analyses Coaching records Teaching studies

<p>INSTRUCTIONAL LEADERSHIP</p> <p><i>AQUESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities And Access</p>	<p>explicit reading lessons aligned to Nebraska English Language Arts standards that include content and skills, activities, questioning and assessments</p> <p>c. Utilizing the Gradual Release of Instruction model to deliver reading instruction daily during whole group and guided reading groups</p> <p>d. Posting and referencing daily student-friendly reading objectives in the 5 pillars (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) that contain the thinking level and skill students are expected to master during the lesson in every classroom</p> <p>e. Ensuring the use of the Balanced Literacy framework (whole-group, guided reading-every student every day with time as the variable, rotations/independent work) focused on the 5 pillars of reading</p> <p>f. Conducting reading benchmarks as an embedded process during the Balanced Literacy Block during the fall and spring assessments</p> <p>g. Conducting weekly progress monitoring for each student</p>		<p>Program for Families</p> <p>After School Program Alignment</p> <p>Pre-K Core Curriculum Resources</p>		<p>August 2016 - May 2017 Coaching</p> <p>August 2016 - May 2017 – Teacher Evaluation Process</p> <p>August 2016 - May 2017 Quarterly NDE Updates/Reports</p>	<p>Calendar</p> <p>Fidelity check documentation</p>
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<p>INSTRUCTIONAL LEADERSHIP</p> <p><i>AQUESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities And Access</p>	<p>using anecdotal notes in order to differentiate instruction based on each student’s instructional reading level</p> <p>h. Conducting quarterly fidelity checks and follow-up to calibrate and ensure accuracy of running records</p> <p>i. Continuing Teaching Studies that identify and use best practices in reading instruction</p> <p>j. Conducting weekly monitoring of Early Childhood Gold documentation to plan monthly conversations with teachers and the Early Childhood Supervisor</p> <p>3. Provide daily direction, support, and resources to para-professionals to reinforce literacy instruction and skills during whole group, guided reading and rotations so that students are engaged in learning.</p> <p>4. Use high probability instructional strategies so that daily instruction is enhanced to support the reading needs of each student:</p> <p>a. Conduct and utilize professional learning on high</p>	<p>August 2016 - May 2017</p> <p>August 2016 - May 2017</p>	<p>Literacy Presentations</p> <p>Core Reading Resources</p> <p>OPS Academic Action Plan Best Instructional</p>	<p>Literacy Facilitator</p> <p>Teachers</p> <p>Leadership Team</p> <p>Technology Facilitator</p> <p>Teachers</p>	<p>August 2016 – Training by Literacy Facilitator</p> <p>September 2016 - May 2017 – Weekly Planning Meetings with Teachers</p> <p>August 2016 – Literacy Expectations Workshop</p>	<p>Teacher lesson plans</p> <p>Coaching and classroom visits</p> <p>Para-professional schedules</p>
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<p>INSTRUCTIONAL LEADERSHIP</p> <p><i>AQUESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities And Access</p>	<p>probability strategies that support acquisition of reading academic vocabulary.</p> <p>b. Use nonlinguistic representations.</p> <p>c. Ensure students are reading multiple genres with a focus on nonfiction and informational text weekly.</p> <p>d. Implement questioning strategies to include text dependent analysis (TDQ/TDA), close reading and reading/writing response opportunities from Journeys and Storytown and across all subject areas.</p> <p>e. Guide students’ thinking during reading by using text tagging, anchor charts, sticky notes, journaling, etc.</p> <p>f. Read various genres on students’ Independent reading level daily.</p> <p>g. Preview text structures by noting signal words and the organization of the information (e.g. cause/effect; problem/solution; compare/contrast; sequential).</p> <p>h. Preview text features to include captions, titles, subtitles, headings, glossary, table of contents, text boxes, graphs, etc. to prepare</p>		<p>Practices Book</p> <p>OPS Curriculum Days for Professional Development</p> <p>Continuum of Literacy Learning</p>	<p>Para-Professionals</p> <p>OPS Supervisors</p> <p>OPS Consultant</p> <p>NDE Staff</p>	<p>August 2016 - May 2017 – Weekly Planning meetings with teachers</p> <p>August 2016 - May 2017 – Bi-monthly lesson plan discussions</p> <p>August 2016- May 2017 – NDE Quarterly Updates/ Reports</p>	<p>Lesson plans</p> <p>Coaching records</p> <p>Teacher appraisals</p> <p>Teaching studies records</p> <p>Collaborative planning meeting minutes</p>
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<p>INSTRUCTIONAL LEADERSHIP</p> <p><i>AQuESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities And Access</p>	<p>students to read nonfiction text.</p> <p>i. Preview narrative genre characteristics to support comprehension of the text.</p> <p>j. Improve the quality of specific descriptive feedback given to students regarding their work during instruction.</p> <p>k. Implement engagement strategies (Student and Teacher Think-Alouds, Think-Pair-Share, Paired Reading, QAR, etc.).</p> <p>l. Plan intentional and embedded opportunities throughout the day to teach students literacy concepts and provide intentional practice to meet early childhood expectations.</p> <p>5. Coach balanced literacy through collaborative conversations and follow up so that instructional capacity is increased.</p>	<p>August 2016 - May 2017</p>	<p>OPS Academic Action Plan Best Instructional Practices Book</p> <p>OPS Coaching Tools Resources</p> <p>Teacher Schedules</p>	<p>Leadership Team</p> <p>Teachers</p> <p>OPS Consultant</p> <p>OPS Supervisors</p> <p>NDE Staff</p>	<p>August 2016 - May 2017 – Weekly Coaching Visits</p> <p>August 2016 - May 2017 – NDE Quarterly Updates/ Reports</p>	<p>Coaching schedules and documentation in OPS Coaching Tool</p>
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<p>INSTRUCTIONAL LEADERSHIP</p> <p><i>AQuESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities And Access</p>	<p>6. Engage families through a home/ school literacy connection so that families view themselves as partners in developing their child’s success as a reader.</p>	<p>August 2016 - May 2017</p>	<p>Balanced Literacy Flipbook</p> <p>Nebraska ELA Content Standards</p> <p>OPS Pacing Guides</p> <p>Core Curriculum Resources</p> <p>Take Home Literacy Materials</p>	<p>Leadership Team Teachers</p>	<p>August 2016 - May 2017 Literacy Logs</p> <p>August 2016 - May 2017 NDE Quarterly Updates/ Reports</p>	<p>Family Night Schedules</p>
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Priority School Progress Plan for Druid Hill Elementary School

Indicator of an Effective School: Instructional Leadership

Improvement Goal: During the 2016-2017 school year, Druid Hill Elementary School students will apply authentic writing skills and strategies to become active, purposeful, thoughtful and competent writers in multiple modes of writing as evidenced by multiple data points.

1. Quarterly common assessments based on the writing mode(s) in the OPS pacing guide that include the qualities of good writing and the Six Traits of Writing (Ideas, Organization, Sentence Fluency, Voice, Word Choice, and Conventions) using OPS and NeSA rubrics:
 - a. 75% of students in grades K-2 will perform at proficient or advanced levels based on individual writing samples.
 - b. 70% of students in grades 3-6 will perform at proficient or advanced levels based on individual writing samples.
 - c. 100% of students in grades K-6 will write daily across all content areas to increase the complexity of the task.

Rationale/Evidence for improvement Goals:

1. 2016 Diagnostic Review Recommendations for Improvement:
 - a. Staff input from May 5, 2016 – Ideas from teachers and staff regarding areas of focus for school improvement
 - b. Parent input from May 5, 2016 – Ideas from parents regarding ways to improve Druid Hill Elementary School
 - c. Student interviews from April 18, 2016 – Ideas from students regarding ways to improve our school
2. NeSA-Writing Results for Grade 4

Years	Percent of Students Proficient
2012-2013	19.2
2013-2014	35.5
2014-2015	23.5
2015-2016	20

INSTRUCTIONAL LEADERSHIP	Action/ Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
<p><i>AQuESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities and Access</p>	<p>1. Align Nebraska writing standards, OPS Pacing Guides, <i>Being a Writer</i> curriculum, lesson plans, assessments, and professional learning so that daily instruction is enhanced to support learning needs of each student.</p> <p>a. During monthly meetings, all staff will provide student-writing samples, based on the OPS district pacing guide, that will be scored and reviewed to develop individual student goals to be proficient and advanced writers.</p> <p>b. Use weekly progress monitoring and conferencing to provide descriptive feedback to ensure student proficiency.</p> <p>c. Continue to recognize authentic student writing monthly through the Writers' Wall and other incentives approved by the grade level team.</p> <p>d. Use quarterly on-grade level common writing assessments based on the mode(s) of the pacing guide, the traits of writing (Ideas, Organization, Sentence Fluency, Voice, Word Choice, and Conventions), district rubrics, and <i>Being a Writer</i>.</p>	<p>August 2016 - May 2017</p>	<p>Nebraska ELA standards</p> <p>OPS Writing/ Grammar Pacing Guide</p> <p><i>Being a Writer</i> curriculum guides</p> <p>REACH Supervisor</p> <p>OPS Literacy Team</p> <p>NeSA – Writing</p> <p>Student Writing Samples</p> <p>OPS District Writing Assessment</p> <p>Nebraska ELA standards</p>	<p>Principal</p> <p>Literacy Facilitator</p> <p>Instructional Coach</p> <p>Teachers</p>	<p>August 2016 – instructional staff develop long-range writing plans</p> <p>August 2016 – instructional staff attends <i>Being a Writer</i> training provided by the OPS district office</p> <p>September 2016 – Coaching visits during writing instruction to ensure Writer’s Workshop is implemented</p> <p>August 2016 - May 2017 Lesson Plan Checks</p> <p>August 2016 - May 2017 NDE Quarterly Updates/Reports</p>	<p>Long-range instructional plans</p> <p>Staff attendance roster from Curriculum Day</p> <p>Data from coaching visits</p> <p>Teacher lesson plans</p> <p>Student writing samples</p> <p>Data notebooks</p> <p>Data analysis from common writing assessments</p>

INSTRUCTIONAL LEADERSHIP	Action/ Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
AQUESTT Tenet Alignment Educator Effectiveness College And Career Ready Assessment Positive Partnerships, Relationships & Student Success Transitions Educational Opportunities And Access INSTRUCTIONAL	2. Expect high quality instruction so that all students have sufficient opportunities to develop proficient writing skills in a variety of modes and across content areas by: <ol style="list-style-type: none"> Providing daily writing instruction using a Writer’s Workshop framework and the <i>Being a Writer</i> curriculum Planning purposeful, directed writing lessons aligned to Nebraska ELA standards, specifically addressing writing modes and process Posting and referencing, throughout the lesson, daily student learning targets for writing instruction Providing authentic writing opportunities (writing for purpose and audience) during writing and across content areas Improving the quality of descriptive feedback given to students during the Writer’s Workshop (mini-lesson, conferring, and sharing) 	August 2016 - May 2017	Nebraska ELA standards OPS Writing/ Grammar Pacing Guide <i>Being a Writer</i> curriculum OPS Executive Director/ Supervisor OPS Literacy Team Writer’s Workshop PD Teacher Data Binders Conferring record keeping forms Formative and summative assessments	Principal Literacy Facilitator Instructional Coach Teachers	August 2016 – Instructional staff attends <i>Being a Writer</i> training provided by the OPS district office September 2016 - May 2017 – Coaching visits to ensure learning targets are posted, referenced throughout the lessons and aligned to OPS Pacing Guides to ensure Writer’s Workshop is being implemented August 2016 - May 2017 – Lesson plan checks by admin team August 2016 - May 2017 – Quarterly NDE Updates/ Reports	Data from coaching visits PreK-5 Teacher lesson plans Student writing samples Data notebooks Results and next steps from common writing assessments

<p>LEADERSHIP</p> <p><i>AQuESTT Tenet Alignment</i></p> <p>Educator Effectiveness</p> <p>College And Career Ready</p> <p>Assessment</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities And Access</p>	<p>f. Incorporating regular opportunities for formative and summative assessment of student progress in writing to inform instructional decisions</p> <p>g. Ensuring Pre-K students have multiple opportunities to access writing instruments to develop the fine motor skills necessary to become proficient writers, and teachers will expose students daily to modeled writing.</p>		<p>Content area resources that include writing opportunities</p>			
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INSTRUCTIONAL LEADERSHIP	Action/ Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
AQUESTT Tenet Alignment Educator Effectiveness College and Career Ready Assessment Positive Partnerships, Relationships & Student Success Transitions Educational Opportunities and Access	3. Provide direction, support and resources to Para-professionals to reinforce writing instruction and skills daily so that students are engaged in learning.	August 2016 – May 2017	Writer’s Workshop materials	Literacy Facilitator Teachers	August 2016 – Training by Literacy Facilitator September 2016 - May 2017 – Teachers provide direction and support	Professional development logs Data from classroom observations
	4. Coach writing instruction through collaborative conversations and follow-up conversations so that instructional capacity is increased.	August 2016- May 2017	OPS Academic Action Plan Best Instructional Practices Book OPS Coaching Tools Resources Teacher Schedules Nebraska ELA Content Area Standards OPS Pacing Guides Core Curriculum Resources	Leadership Team Teachers OPS Consultant OPS Supervisors NDE Supervisors	August 2016 - May 2017 – Weekly coaching visits August 2016-May 2017 – NDE Quarterly Reports	Coaching schedules and documentation in OPS Coaching Tool