

Continuous Improvement Systems & Processes in Action



Susanne Cramer

Chief of School Improvement

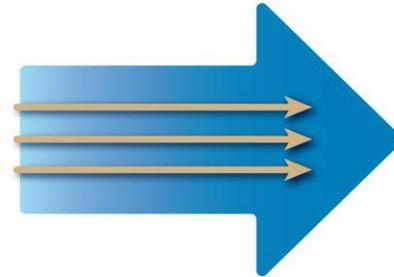
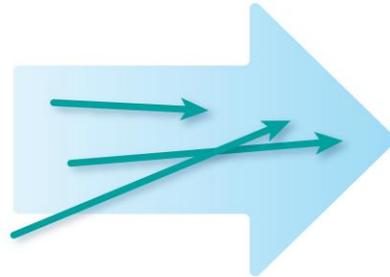
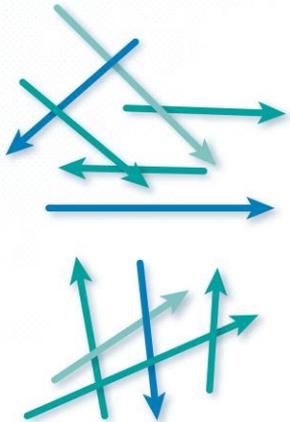
Kandiest Martin-Brock

Executive Director of School Improvement

Think about your district's Continuous Improvement Journey.

Moving from 'random acts of improvement' ...

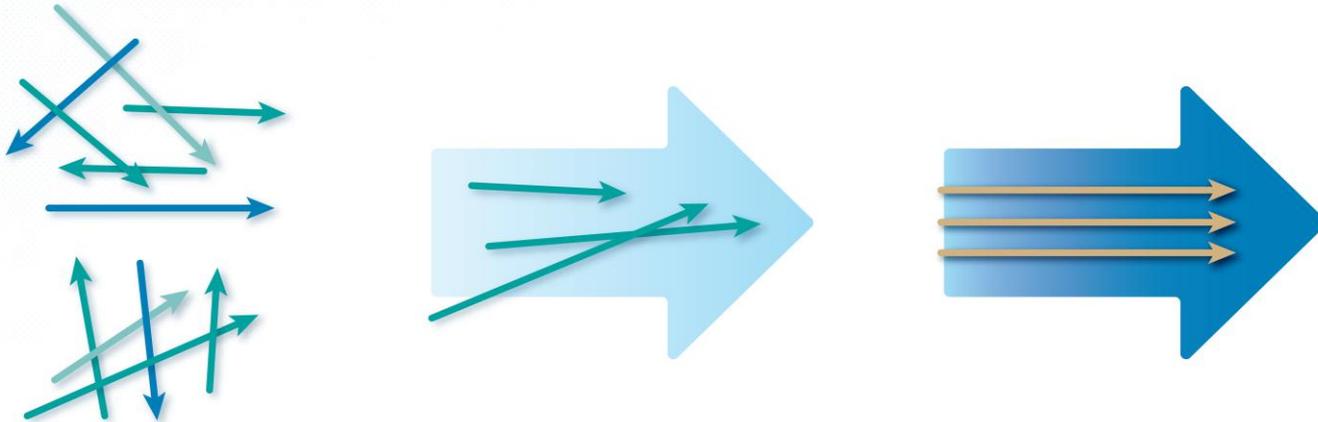
... to Aligned Goals, Aligned Behaviors, and Aligned Processes



Goal Identification

Moving from 'random acts of improvement' ...

... to Aligned Goals, Aligned Behaviors, and Aligned Processes



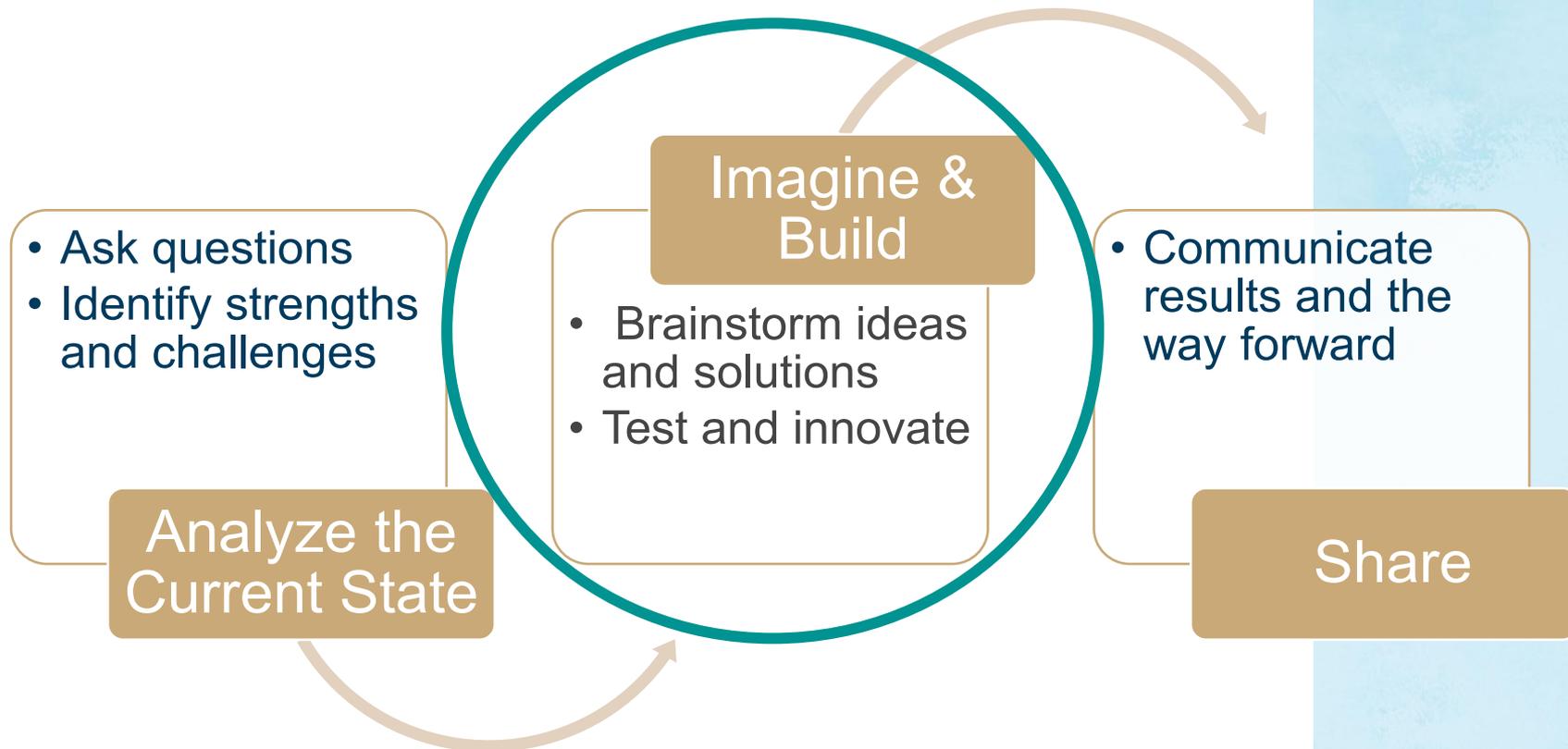
Our Journey

- Buckets of continuous improvement planning processes
- Improvement goals & strategic plan goals
- Elementary state frameworks accreditation
- Secondary Cognia school-based accreditation
- One Omaha Public Schools continuous improvement process
- Goals and monitoring aligned from the classroom to the Board Room
- **Systems Accreditation**



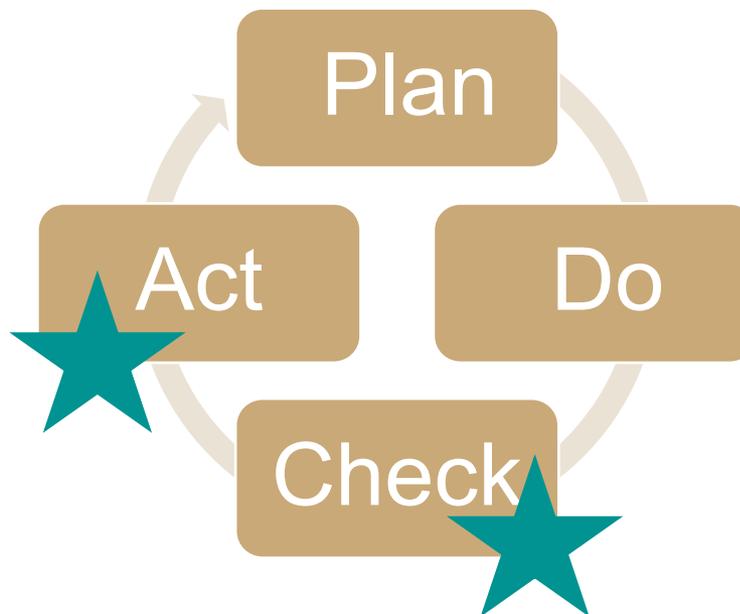
Evolving past practices to aligned practices.

Our Process



What we needed?

- Aligned goals
- Aligned behaviors
- Aligned processes
- Time



Vision to Impact



*All students will read on grade-level
by 2030.*



Reaching Our Moonshot



Theory of Action

- If we implement these **key strategies**:
 - **Align** metrics, protocols, high-performing teams, and professional learning through **evidence-based reading practices** and **improvement science**.
 - **Match** talent, time, focus, and resources with **need**.
 - **Build** a culture defined by results, equity, accountability, leadership and joy.
 - **Subtract** inefficient, redundant, or ineffective practices.

Theory of Action cont'd

- **Then:**

- **All** staff, families, and community are literacy partners
- **All** schools and staff will have what they need
- **All** staff, families, and community feel part of the OPS team and have pride in their work

And **ALL** students will read on grade level by 2030.

360 Overview Dashboard

- Start on the "Overview" dashboard to see the attendance, behavior, reading, and on-track status of the student population.



Explore / 360 / 360 Dashboard / 360 Overview ☆

360 Overview | 360 Reading & Attendance | 360 Students | 360 Student Details

360 Overview

Student Count: **829**
Data Refreshed: 7/9/2025 9:02:40 PM

Slice By: None

Enrollment: Primary | School Year: 2024-25 | School Name: | Grade Level: (All)

Gender: (All) | Race Ethnicity: (All) | English Learner: (All) | Homeroom Teacher: No Data | CCAP: Null | Team: (All) | Tutoring: N

Title IC Status: (All) | Special Education: (All) | Gifted Talented: (All) | Dual Language: (All) | Years EL: (All) | Years In US School: (All) | Native Amer (506): (All) | NSCAS ELA: (All) | NSCAS Math: (All) | ELPA Level: (All) | ELPA On-Track: (All)

Attendance

- (All)
- Not Chronic
- At Risk
- Chronically Absent
- No Data

Behavior

- (All)
- No Behaviors
- At Risk
- High Risk

Reading

- (All)
- Reading on Grade Level
- At Risk
- Not on Grade Level
- No Data

On-Track

- (All)
- On-Track
- Off-Track
- No Data

Middle/Low

Middle/High

Middle/Low

Middle

Every student. Every day. Prepared for success.

360 Students Dashboard



- Schools can use the dashboard to view a list of students and download demographic, attendance, behavior, and assessment data for each student.

360 Overview | 360 Reading & Attendance | 360 Students | 360 Student Details

360 Students Excel icon Student Count: 829

Enrollment: Primary | School Year: 2024-25 | School Name: [All] | Grade Level: [All] | Gender: [All] | Race Ethnicity: [All] | English Learner: [All] | Homeroom Teacher: No Data | CCAP: Null | Team: [All] | Tutoring: N

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Attendance (All) Not Chronic At Risk Chronically Absent No Data

Behavior (All) No Behaviors At Risk High Risk

Reading (All) Reading on Grade Level At Risk Not on Grade Level No Data

On-Track (All) On-Track Off-Track No Data

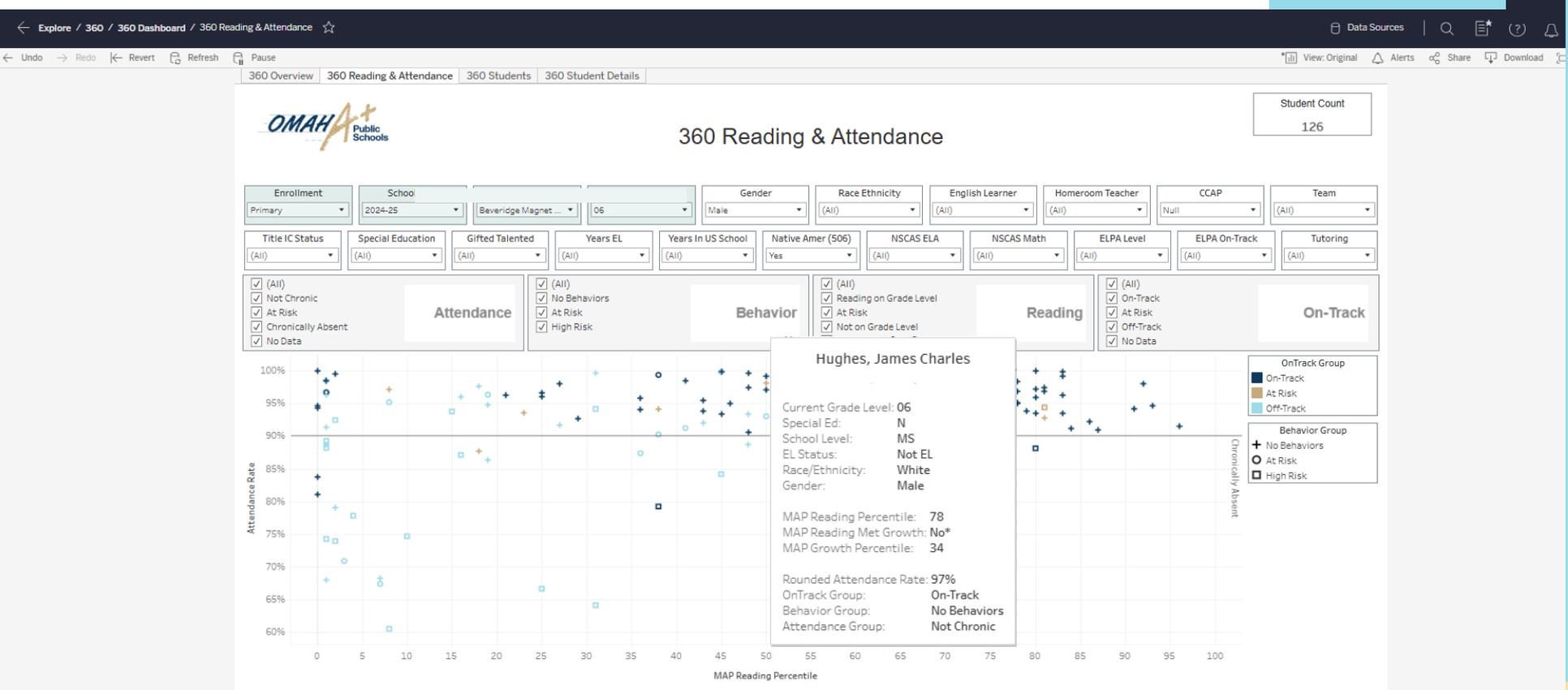
Student Name	Student Number	StateID	Gender	Race Ethnicity	Download Crosstab	Native American (506)	Dual Lang Status	Tutoring	Current GradeLevel	Current Homeroom Teacher	Cu Te	
			Male	Black or African American	Select a sheet from this dashboard <input checked="" type="checkbox"/> DATA_Middle <input type="checkbox"/> Student Count Select Format <input checked="" type="radio"/> Excel <input type="radio"/> CSV <input type="button" value="Download"/>	3	No	Current	N	07	No Data	7A
			Male	Two or more races		4	No	N/A	N	08	No Data	8E
			Female	Two or more races		3	No	N/A	N	07	No Data	7E
			Female	White		4	No	N/A	N	07	No Data	7E
			Female	White		4	No	N/A	N	07	No Data	7A
			Male	White		2	No	N/A	N	06	No Data	6A
			Female	White		4	No	N/A	N	08	No Data	8A
			Male	White		3	No	N/A	N	06	No Data	6A
			Female	Asian		3	No	N/A	N	07	No Data	7E
			Male	Asian		2	No	N/A	N	06	No Data	6A
			Male	Black or African American		4	No	N/A	N	08	No Data	8A
			Male	Hispanic/Latino		3	No	Current	N	07	No Data	7E
			Female	Hispanic/Latino		4	No	N/A	N	08	No Data	8A
Hughes, James Charles			Male	White		3	No	N/A	N	06	No Data	6A
			Male	Black or African American		4	No	N/A	N	08	No Data	8A
			Female	Two or more races	4	No	N/A	N	08	No Data	Nc	
			Female	White	Y	Specific Learning Disability	Not EL	Not Identified	13	No	No Data	7A
			Female	Two or more races	N	No Disability	Not EL	Eligible and Part...	13	Yes	No Data	7A

Keep Only Exclude
 Hughes, James Charles
[View Student Details](#)

Every student. Every day. Prepared for success.

360 Reading & Attendance

- Schools can view a small group of students by their attendance rate, reading status, behavior, and on-track status (MS and HS).



360 Student Details



- Comprehensive view of an individual student.

Review a student's demographic, attendance, behavior, reading, on-track and assessment data all on one page.

← Explore / 360 / 360 Dashboard / 360 Student Details ☆

360 Overview | 360 Reading & Attendance | 360 Students | 360 Student Details

360 Student Details

Hughes, James Charles

876 24-25 Beveridge (Primary) | 876 25-26 Beveridge (Next Year)

SEE STUDENT IN:

Student Select

<p>Name: Hughes, James Charles</p> <p>Student ID: [Redacted]</p> <p>Grade: 06</p> <p>Age: 12</p> <p>Gender: Male</p> <p>Race/Ethnicity: White</p>	<p>Homeroom Teacher: [Redacted]</p> <p>Counselor: [Redacted]</p> <p>Special Education: N</p> <p>504 Status: No Data</p> <p>Gifted and Talented: Eligible and Participating</p> <p>NativeAmerican(506): Yes</p>	<p>EL: Not EL</p> <p>Years EL: N/A</p> <p>Years in US School: [Redacted]</p> <p>Years Exited EL: No Data</p> <p>Title IC Status: No Data</p> <p>Dual Lang Status: N/A</p>	<p>EL Service DL: No Data</p> <p>EL Service ELD: No Data</p> <p>EL Service Newcomer: No Data</p> <p>EL Service Sheltered: No Data</p> <p>Team: 6A</p> <p>CCAP: No Data</p>																																																												
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- ✓ Keep Only ⊗ Exclude
- SEE STUDENT IN:**
- OPS Attendance Dashboard
 - OPS Behavior Dashboard
 - OPS High School On-Track
 - OPS Middle School On-Track

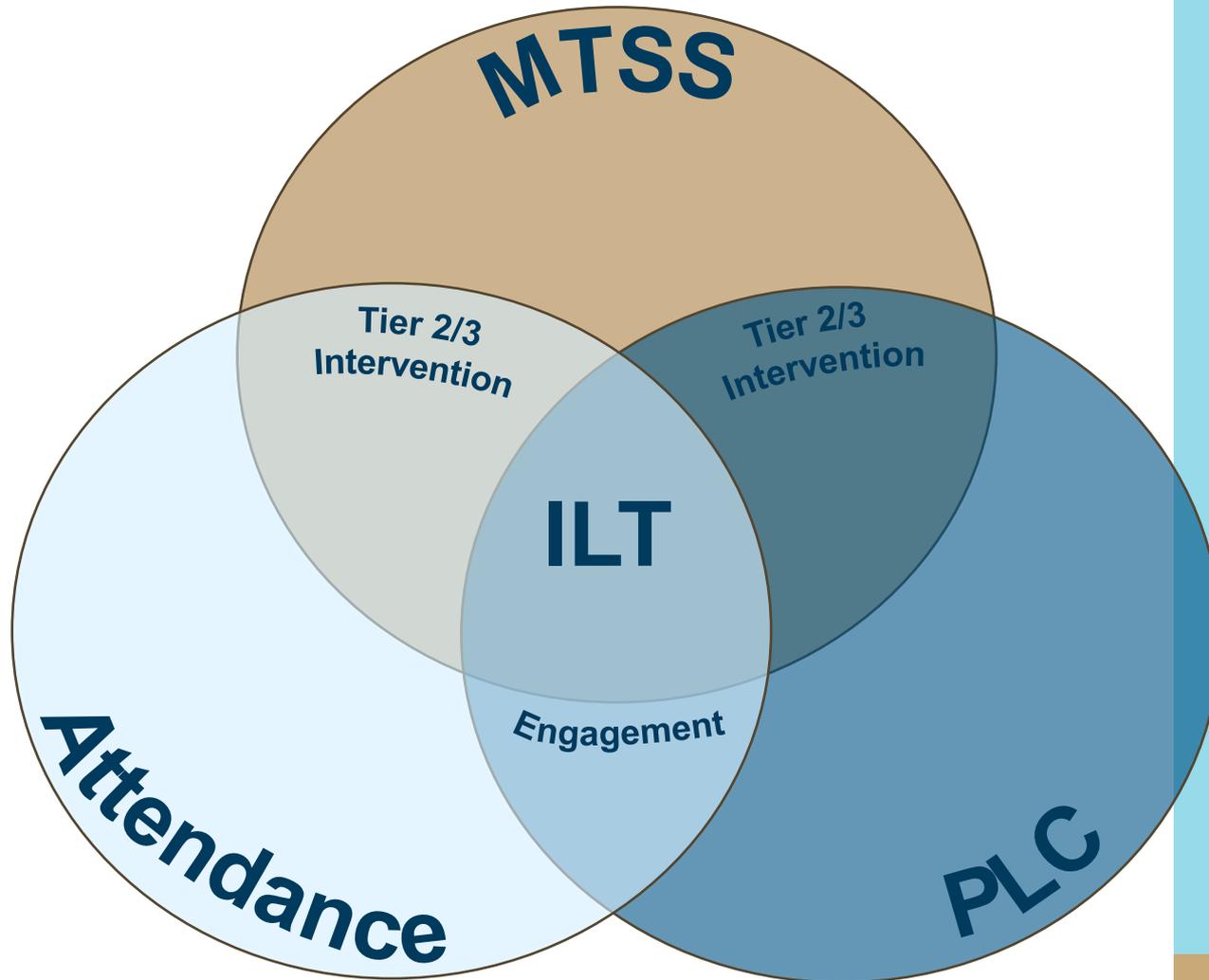
PDCA Cycle



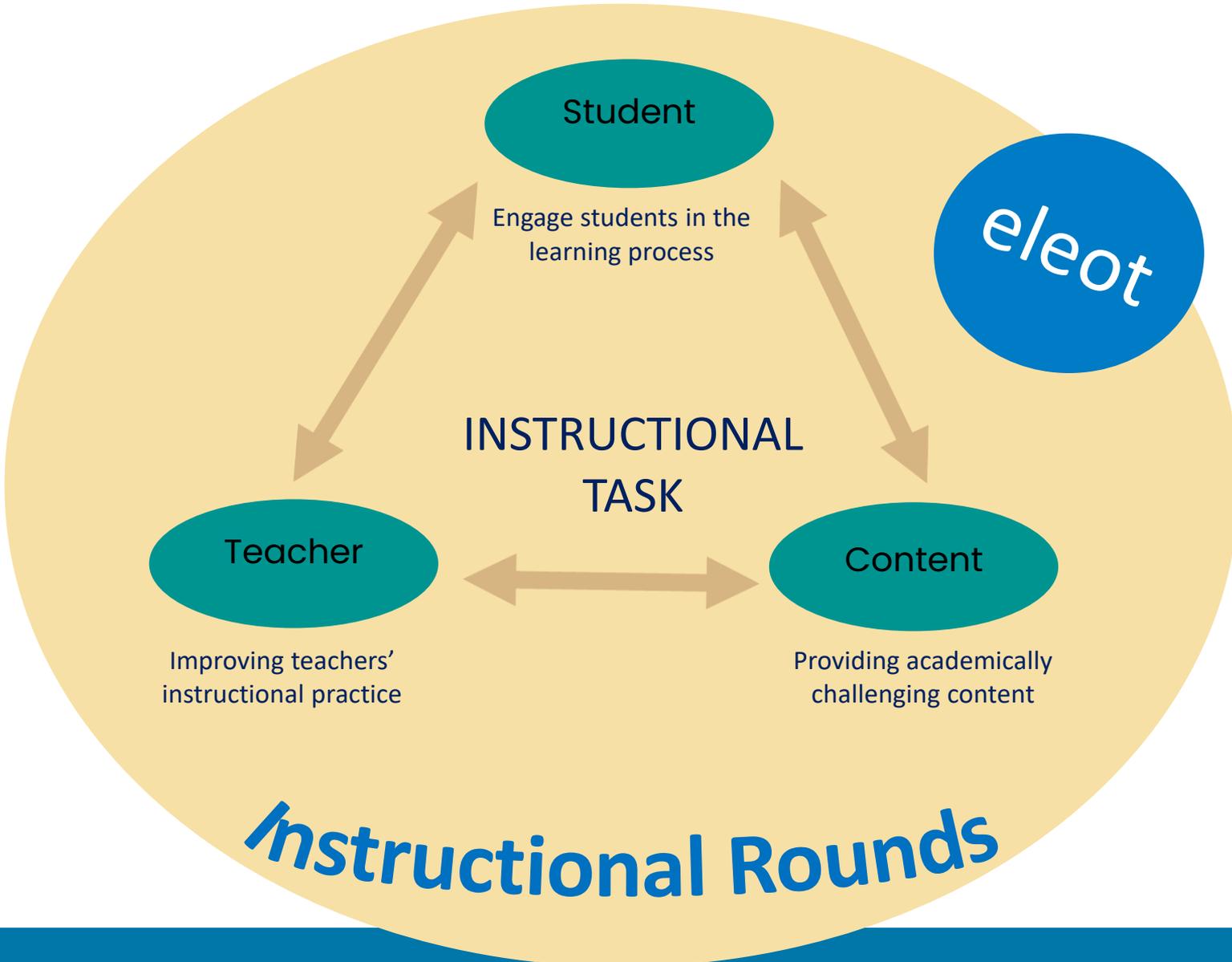
Current State: Long term improvement plans grounded in the Plan-Do-Check-Act cycle

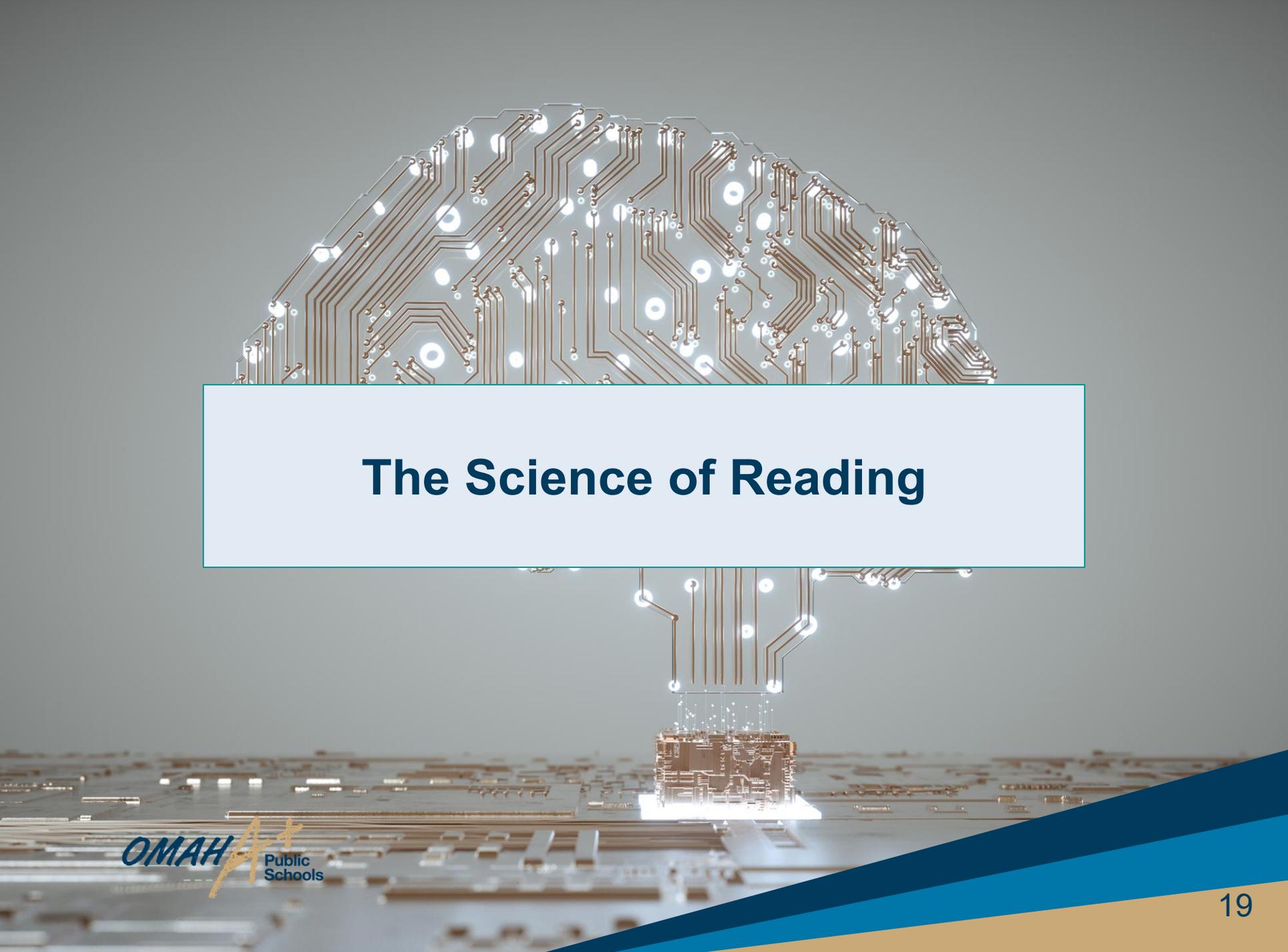
Desired State: Culture of continuous school improvement, through rapid Plan-Do-Check-Act cycles, across all areas of improvement

Essential Teams



The Instructional Core





The Science of Reading

Alignment to the Nebraska Literacy Project

NDE Vision

To foster a culture of proficient and lifelong readers in Nebraska and unlock student potential for learning, earning, and leading. A focus on evidence-based reading instruction.

NDE Goals

- Increase third grade proficient ELA from 65% to 75% by 2030
- Increase the % of Nebraska teachers who meet the Nebraska Improvement Act approval thresholds.
- Ensure 100% of Nebraska teacher preparation programs are grounded in evidence-based instruction for teachers grounded in the science of reading.

<p>Tenet 1</p> <p>Professional Learning System High quality professional</p>	<p>Tenet 2</p> <p>Curriculum and Teacher Preparation Aligned to Evidence-</p>	<p>Tenet 3</p> <p>Regional Literacy Coaches Establishment of a network of coaches across the state who are trained in the science of reading and evidence-based practices. This network of coaches will provide sustained support services to Nebraska schools.</p>
<p>s to g local isting tives, grams in cy and or young E ive.</p>		



Overview

PARTICIPANTS
ELA and Math Teachers



ENROLL
TNTP Modules



EXPERIENCE

3 IN PERSON SESSIONS

Participants engage in shared learning sessions focused on the core objectives

MODULE REFLECTION

Through asynchronous learning modules, participants engage in knowledge building and application-based tasks

PROFESSIONAL TEXT REFLECTION

Throughout the workshops, participants will read, discuss and reflect about a professional text



ACCOUNTABILITY

Participants will receive feedback



Participants must complete the online modules, tasks, and attend all sessions to complete



Participants can choose \$1300 stipend **OR** 3 hours of Wayne State graduate course credit.

Elementary & Secondary Support Team Visits

- 90 minutes held bi-monthly
- Led by the principal and school team
- Focused on evidence of implementation of the School Improvement Process
- Includes principal supervisor, TLC, SSL, and school support teams
- Classroom visits (eleot), data review, evidence of implementation

DEBRIEF

- Write your observations onto sticky notes
- What notes need to be refined due to being general or judgmental?

LIST

- Put all sticky notes on the anchor chart

GROUP

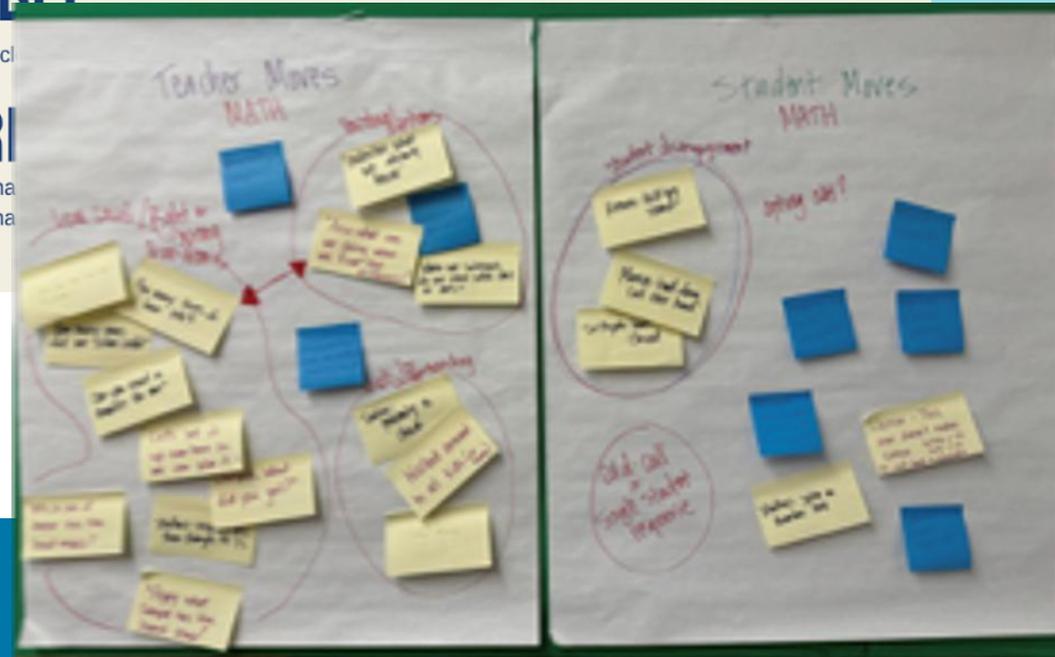
- Group the sticky notes based on common comments

LABEL

- Circle

PRI

- What
- What



Why Empathy Interviews?

Empathy interviews help ensure that diverse lived experiences of people are centered in decisions and actions. We often consider data and research strategies in education; however, it is equally as important to examine the lived experiences of the students, families and staff that we serve.

Adapted from Kari Nelsestuen and Julie Smith

The Learning Professional, October 2020

Empathy Interviews

Why We Listened

- Build shared understanding of barriers and enablers to literacy
- Surface authentic experiences of students, staff, families, & community
- Align strategic priorities to lived realities
- Strengthen trust and co-ownership of the moonshot

Partnerships



**District
Management
Group**



**Leading
Educators**



A key lever for systems improvement is radical alignment which “depends on aligning everyone’s behavior and decision-making to a collectively owned vision and strategy.”

