2. COACHING

- First Semester - An average of ten coaching visits per week will be completed by building leadership.
- Second semester - An average of five coaching visits per week will be completed by building leadership.
- Five-Minute Feedback with or without Missed Opportunities should be the focus of coaching feedback to teachers. Five-Minute Feedback always includes a reflective question.
- At least five of ten of the weekly coaching visits must be documented using the new digital coaching tool in Office 365.
- Up to five of the ten weekly coaching visits can be delivered using the trifold method, paper/pencil note, sticky notes, oral feedback, or direct email.
- Principals will be asked to focus on the following four Best Instructional Practice Handbook Priorities for 2015-2016 during coaching. The other nine may be a focus depending upon building discretion.
  - Gradual Release of Instruction
  - Procedures and Routines
  - Literacy Strategies
  - Engagement
- Nationally, high performing principals spend 50% of their time in classrooms.
- Principals will create time in their coaching schedule for monthly leadership team calibration for inter-rater reliability and school-wide data analysis.
- Principals will debrief weekly or every other week with their leadership team about coaching visits to inform and improve the building level Professional Development and teacher support.

3. ACUITY

- Two predictive assessments are required. (September and February)
- One diagnostic assessment is required (except science) prior to Nebraska State Accountability (NeSA) testing.
- Instructional resources for re-teaching. These small acuity assessments are strongly recommended because of the multiple opportunities for student mastery.
- OPS students that had the greatest growth in their NeSA scores had multiple opportunities for mastery of the content using Acuity. This was true for all grade levels and demographic groups.

TOOLS TO SUPPORT THE ACADEMIC ACTION PLAN

FIND ALL OF THESE RESOURCES IN THE INSTRUCTIONAL LEADERSHIP SITE ON OFFICE 365:

- Best Instructional Practices Handbook
- Coaching Tools
- Professional Development Turn-keys
- School Improvement Planning tools

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1. THE OPS INSTRUCTIONAL FRAMEWORK:

- Gradual Release of Instruction
- Consistent Procedures and Routines
- Literacy and Numeracy Strategies Across the Content Areas

GRADUAL RELEASE OF INSTRUCTION

To be used daily in all classrooms.

- Modeled: Teacher explains and models the strategy and content indicating how it relates to current learning needs and prior knowledge. Students are in whole group or small groups.

- Shared: Teacher encourages student participation by using engagement activities (response cards, white boards, clickers) and by asking questions to check for mastery. Students are in whole group, small group or pairs (elbow partners). Teacher checks for understanding and re-teaches as needed.

- Guided: Teacher provides small group instruction at students’ instructional level so that students practice using the strategies with the content. Teacher offers support by prompting, questioning and guiding with extensive descriptive feedback and re-teaching individually and in small group.

- Independent: Students work independently applying what they have learned across a variety of situations. Students work with the content using the strategies to make meaning and complete tasks without support or prompting.

CONSISTENT PROCEDURES AND ROUTINES

Each building will select five (from below) to become their school-wide practices.

1) Hand Raising without call outs or talk overs
2) Attention Getting and Non-Verbal Techniques
3) Giving Directions Explicitly and Visually
4) 2 x 10 Positive Connections
5) Repeat the Request / Delayed Response
6) Engagement Techniques
7) Transitions Every 20 Minutes
8) Teach and Pause
9) Finished Early Activities
10) Readiness Wall

Key Practices in Gradual Release

- Descriptive feedback (during guided practice) is ranked as one of the most powerful instructional strategies available to raise student achievement for learners of all backgrounds.

- Moving from modeled (lecture) to independent (assignment) actually results in a slight decrease in student achievement.

- These four stages are often repeated throughout the lesson (frequently the modeled and shared process may have several cycles during the lesson).

LITERACY STRATEGIES ACROSS THE CONTENT AREAS

The following are high yield literacy strategies that increase student achievement in all subject areas and grade levels. The top four are district priorities.

1) Six Step Vocabulary
2) Think Alouds
3) Reciprocal Teaching
4) Note-making (Combination and Cornell)
5) Preview of Text Structures and Features
6) QAR (Question Answer Relationship)
7) Comparison Matrix
8) Non-linguistic Representation
9) Sustained Silent Reading
10) Oral Discussions/Argumentative Discourse
11) Quick Writes
12) Meta-cognitive Writing Prompts
13) Summary Writing
14) Think, Ink, Pair, Share
15) Four Square/Step Up to Writing
16) RAFT (Role, Audience, Format, Topic)
17) Analogies and Metaphors
18) Advance Organizers
19) Text Tagging
20) Frayer Model

NUMERACY STRATEGIES ACROSS THE CONTENT AREAS

1) Daily Cumulative Review
2) Multiple Representation
3) Multiple Methods
4) Number Sense
5) Literacy/Language-Rich Mathematics Classrooms
6) Mathematics Embedded in Real-World Contexts
7) Formative Assessment
8) Deliberate and Detailed Planning