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—going deeper with dialogue, should be the focus of coaching feedback to teachers. Five-Minute Feedback always includes a reflective question.
- Document weekly coaching visits using the new digital coaching tool in Office 365.
- Principals should focus on the following Best Instructional Practice Handbook Priorities during coaching:
  - Gradual Release of Instruction
  - Procedures and Routines
  - Literacy/Numeracy Strategies
  - Engagement
- Coaching visits are optional for teachers during an appraisal year.
- No coaching visits provided for teachers on plans of support.
- Nationally, high performing principals spend 50% of their time in classrooms.
- Principals will create time in their coaching schedule for monthly leadership team calibration by visiting classrooms together 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. DATA USE

- Formative, interim, and summative student assessment results will be analyzed and used to identify the areas of success and challenges needing focus.
- Appropriate strategies aligned to the identified focus areas will be identified, implemented, and monitored to ensure continuous improvement for all students.
- Short and long term goals will be established to ensure identified strategies are implemented and effective.
- Additional data will be examined to understand its relationship to academic outcomes.

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex, marital status, sexual orientation, disability, age, genetic information, citizenship status, or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to address inquiries regarding the non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (402-557-2001).

Tools to Support the Academic Action Plan

Find all of these resources in the Instructional Leadership Share Point Site on Office 365:

- Best Instructional Practices Handbook
- Coaching Tools
- Professional Development Curriculum and Instruction Support
- School Improvement Planning tools

Components:

1. INSTRUCTIONAL FRAMEWORK:
   - Gradual Release of Instruction
   - Consistent Procedures and Routines
   - Literacy Strategies Across the Content Areas and Numeracy Strategies

2. COACHING

3. DATA USE
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

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 of 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

*MTSS-B schools should continue using their schoolwide Behavioral Matrix.

LITERACY STRATEGIES ACROSS THE CONTENT AREAS

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

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

*Text Dependent Analysis occurs using any of the above strategies when students cite evidence.

NUMERACY STRATEGIES

1) Daily Cumulative Review
2) Multiple Representations
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
9) Math Fact Fluency