

## North Platte School District's Focus Areas

**Our focus for the school year will be to improve student success by building professional capacity with teachers and principals; developing and implementing systemic and systematic processes that impact the teaching and learning in every classroom; and planning, developing, and implementing programs that prepare students for the next phase of life.**

- 1. Teachers:** are the number one factor that impacts student learning. Building professional capacity with the teachers is an essential factor in our professional development, curriculum development, and student success plans.

### **Actions:**

- Continue to recruit, hire, train, & retain highly effective teachers.
- Provide high quality, systemic professional development to all teachers.
- Implement a systemic continuous improvement process that determines what's working and what needs to improve via professional learning team structure.
- Ensure all teachers understand the intended curriculum – vertically and horizontally.
- Ensure all teachers are implementing the intended curriculum with fidelity.

- 2. Principals:** The principal is the second highest factor just beyond the classroom teacher that impacts student achievement (Hattie, 2009). Building professional capacity with the principals is an essential factor in our professional development plan. – *Fullan*

### **Actions:**

- Continue to recruit, hire, train, & retain highly effective principals.
- Provide high quality, systemic professional development to all principals.
- Build professional capacity of all principal to become **lead learners** of the school.
- Implement a systemic continuous improvement process that determines what's working and what needs to improve at all schools.
- Principals have professional learning time every Wednesday of the month to build their professional capacity as **lead learners**.

- 3. Systemic Processes and Structures** – improving teaching & learning in all classrooms

### **Actions:**

#### **a. Review and enhance current Curriculum Development Process**

- A K-12 guaranteed, viable curriculum; aligned with NE State Standards; horizontally and vertically aligned at each grade/subject level; implemented with fidelity in every classroom.
  - a. Understood by all teachers – vertically and horizontally aligned to increase fidelity of implementation.
  - b. Common, rigorous assessments are used to determine if students are learning and for determining improvement goals.
- Professional Learning Teams (PLTs), curriculum guides, and learning plans support every classroom teacher. The guarantee a viable curriculum, for all students, is implemented across the District with fidelity.
- Teachers are using best instructional practices when implementing the intended curriculum - - District Instructional Model.

#### **b. Review and enhance Professional Learning Teams**

### **Actions:**

- We use the professional learning team structure to provide opportunities to teachers to learn from each other.
- All teachers are provided the time to meet, plan, and develop instructional plans that include the elements of an effective lesson using the District Instructional Model; using evidence-based practices which are monitored for effectiveness using common assessment data. [All professional

learning teams develop goals and action plans based on student data. Each teacher develops a classroom action plan that aligns with the PLT goal.] Teachers team/teachers are continually collecting and analyzing common data sources to determine the instructional effectiveness that have the greatest impact on teacher and student learning.

- Teacher teams develop **Learning Plans** (units of study) that include the essential elements of an effective lesson: clear learning targets, anticipatory set, teaching and modeling in small bites or chunks - scaffolding, questioning, feedback, multiple cycles of guided practice, and checks for understanding until students are ready for independent practice and closure. All teachers are implementing the elements of an effective lesson as described in the District's Instructional Model.
- All teachers will use **common assessments** for the purpose of measuring student success. [The curriculum department will develop and implement a comprehensive and balanced assessment system, ranging from authentic literacy opportunities to performance based and quality multiple choice common assessments.] All teachers are using valid and reliable formative, and summative assessments aligned with curriculum standards, concepts, and indicators. Results are used to guide instruction and provide constructive feedback to students. [The District implements a comprehensive assessment system that generates a range of data about student learning and utilizes assessment data in a timely fashion to inform adult actions and professional learning needs at a variety of stakeholder levels.]

c. Review and enhance **Continuous Improvement Process** using Systemic Action Research Model

**Actions:**

- Use a district-wide action research model for consistency, fidelity, and common language.
- Use multiple measures to determine if students are learning – such as District assessments, NSCAS assessments, MAP, and ACT
- Use a multiple Tiered System: District-School-Grade Level/Subject Level-Teacher
  - District = Tier I Goals School = Tier II Goals Classroom/PLT = Tier III Goals
  - All levels of the system utilize the action research model to determine what's working and what needs to improve. The **I.D.E.A.L. research model** will be learned and utilized as the continuous improvement tool.

4. **Quality Programs – Focus on planning, developing, enhancing, and implementing . . .**

- a. **NPPSD Career & College Readiness Initiative**
- b. ***Dare-to-Go-Five or Below*** – attendance matters strategy
- c. **Positive Behavioral Interventions & Support - PBiS** is a behavior based and research validated process that increases the capacity of schools, families, and communities to develop preventive, proactive, positive environments. The process focuses on building school-wide, classroom and individual systems of support general enough to assist **all** students, but focused enough to provide students at risk individual help.