Improving Educational Outcomes for Students in Wyoming

WYOMING

YEAR 4 ACCOMPLISHMENTS

- Hosted five on-site professional learning activities at both Wind River Elementary (vocabulary) and Arapahoe Elementary (writing)
- Increased teacher knowledge of evidence-based instructional strategies, with 89% of Wind River teachers and 96% of Arapahoe teachers reporting an increase
- Supported access to evidence-based instructional strategy resources, with 86% of Wind River teachers and 82% of Arapahoe teachers reporting they have access to needed resources
- Pilot school principals shared that school policy and instructional practices around writing have changed to align to the six traits and state assessment rubrics
- Leaders from both sites reported increased enthusiasm, con·idence, and growth in their students, with generalization from areas of focus to literacy across the curriculum Developed a continuous improvement process with the University of Wyoming, Literacy Research Center and Clinic to track implementation of selected instructional strategies

YEAR 5 FORECAST

- Oversee six on-site literacy learning opportunities for each pilot school
- Implement evidence-based practices, resulting in increased student proficiency on opinion and informational writing in grades K–5 at Arapahoe
- Implement evidence-based practices, resulting in increased student use of oral vocabulary for Tier 2 and Tier 3 words at Wind River
- Conduct listening sessions with project teachers and principals after completing the first semester learning activities and determine continuous improvement strategies
- Develop and implement academic achievement evaluation plans for both pilot schools

SUSTAINABILITY BEYOND YEAR 5

- Continue to communicate the importance of the Wyoming Department of Education (WDE) K–3 Literacy Guidance Framework
- Develop a plan to systematically update the WDE K–3 Literacy Guidance Framework
- Assist pilot schools' English language arts leadership teams to continue to focus on literacy topics in their school improvement plans

Improving Educational Outcomes for Students in South Dakota

SOUTH DAKOTA

YEAR 4 ACCOMPLISHMENTS

- Expanded integration of the Oceti Sakowin Essential Understandings and Standards (OSEUS) in classrooms through the OSEUS Implementation Pilot School Project
- Created a network of teacher leaders, and resources and tools to support OSEUS implementation
- Teachers reported an increase from pre to post in their understanding of all OSEUS
- Teachers reported an increase from pre to post in their confidence to implement all OSEUS
- More teachers reported implementing the OSEUS in an average week
- Established a cross-agency student wellness workgroup to identify mental health and wellness supports and services as part of the Indigenous Student Wellness Landscape Scan
- Identified state and national practices for virtual learning through a school scan
- Reviewed state policies for charter schools serving Native American students

YEAR 5 FORECAST

- Implement leadership and competency system drivers supporting statewide implementation of the OSEUS
- Provide ongoing network support with teachers implementing the OSEUS
- Implement the OSEUS needs assessment survey statewide with teachers
- Complete Indigenous student wellness landscape analysis and determine aligned supports

SUSTAINABILITY BEYOND YEAR 5

- Prioritize system drivers for statewide implementation of the OSEUS in schools
- Use findings report to inform OSEU standards revision
- Share and promote the OSEUS lesson plan template
- Implement system drivers to support mental health and wellness priorities

Improving Educational Outcomes for Students in North Dakota

NORTH DAKOTA

YEAR 4 ACCOMPLISHMENTS

- Completed plan for statewide technical assistance (TA) process to support all Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) schools
- Designed professional learning to support the North Dakota Regional Education Association (ND REA) school renewal coaching program
- 19 of the 40 schools using the School Renewal Guide and receiving ND REA coaching exited TSI/CSI status
- Collaborated with ND REA liaisons to develop capacity in the use of improvement science tools and methods to support school renewal teams
- Revised a strategic plan to support the rollout of the ND School Renewal Guide and REA school renewal coaching program
- Developed a measurement plan to support the statewide TA process with fidelity of implementation

YEAR 5 FORECAST

- Develop an online knowledge management system to host resources
- Further refine and disseminate the ND School Renewal Guide version 3.0
- Further develop and refine a measurement plan to support continuous improvement of the ND School Renewal statewide TA process

SUSTAINABILITY BEYOND YEAR 5

- Continue to elevate the use of improvement science tools and methods to promote spreading and scaling evidence-based practices
- Systematically update and implement the ND School Renewal Guide
- Continue to elevate ND REA school renewal coaching
- Spread the use of improvement science to address multiple problems of practice in statewide school improvement initiatives

Improving Educational Outcomes for Students in Nebraska

NEBRASKA

YEAR 4 ACCOMPLISHMENTS

- Helped school leadership teams at two pilot elementary schools increase knowledge in gathering data to inform action plans
- Assisted multilingual leadership teams at two pilot schools in developing logic models, action plans, and communication plans
- Collaborated with school leadership teams to select evidence-based practices in literacy
- Supported unpacking the reading standards at Karen Western Elementary (one of two pilot schools)
- Worked with the second pilot school, Birchcrest Elementary, to facilitate a whole staff book study, Teaching Reading
- Introduced school leadership teams to the Concerns-Based Adoption Model
- Joined the Coherence Project, based on the Nebraska Multi-Tiered System of Support (NeMTSS) framework, to scale up across the state

YEAR 5 FORECAST

- Continue to support the pilot schools and districts through implementation
- Develop webinars with the Coherence Project describing implementation of four priority considerations for high-quality Tier 1 instruction for multilingual learners
- Pilot the webinars and written guidance with five Educational Service Units (ESUs) across the state, gather feedback, and make revisions

SUSTAINABILITY BEYOND YEAR 5

- Adapt the model across the state with schools that are identified for Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Comprehensive Support and Improvement (CSI) due to the performance of their multilingual learners
- Share the Coherence Project partnership webinars to allow ESUs across the state to support schools identified due to the performance of their multilingual learners

CC NETWORK
Comprehensive Center Network

REGION 11
Nebraska
North Dakota
South Dakota
Wyoming

NEBRASKA DEPARTMENT OF EDUCATION

BIRCHCREST TIGERS