

# Building Pathways for Student Success

Improving Achievement Equity & Reducing Barriers

INFANT

ELEMENTARY

MIDDLE SCHOOL

HIGH SCHOOL

COLLEGE

CAREER

***SUCCESS***

# WHAT

is at stake?

**A better future for our children and our economy**



## OUR VISION

That each and every student in the metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond through partnerships with families, schools and community.

## SHARED PRINCIPLES AND FOCUS

- students in poverty and/or limited English proficiency
- achievement and equity of access
- shared goals PK-16
- research and evidence-based strategies
- best practices
- evaluation and continuous program improvement
- aligned with NDE and AQuESTT

# WHY?

**Our students need better skills and proficiency for every level of learning**

*BUILDING ON SUCCESS*



*ADDRESSING THE GAPS*

## PRE-K TO GRADE 3

Student achievement is headed in the right direction. Grade 3 NeSA scores show steady gains in student proficiency. As performance improves, the gap between children in poverty and those who are not continues to close. We have a long way to go but the outlook for children PreK-3 is much improved.

## GRADES 8 -11

Student outcomes gradually trend down starting in middle school. In Grade 8, NeSA reading gains are offset as students lose ground in math. By grade 11, the achievement gap widens further in both reading and math. Poor proficiency indicates the region's high school graduates need better preparation for college and career.

*Our community needs graduates with skills for postsecondary success!*

# HOW?

## CAP-italizing on Collaboration



### WE KNOW WORKING TOGETHER GETS BETTER RESULTS.

Connecting our education and community systems creates a powerful circle of support. With school, family and community engaged, we have more resources for student success. Enhancing the student experience helps everyone.

### 4 TRANSFORMATIONAL PRIORITIES

- Increase access to high quality early childhood education
- Improve student attendance
- Engage families as partners
- Integrate college and career readiness PK-16

# WHEN

do we see measurable change?

## By the year 2022

we expect dramatic improvements in student success that benefit the entire Omaha metropolitan region.

# WHO

are the partners?

## A Growing Community of Stakeholders

### SCHOOL DISTRICTS:

Bellevue Public, Bennington Public, DC West Community, Elkhorn Public, Gretna Public, Millard Public, Omaha Public, Papillion LaVista Community, Ralston Public, Springfield Platteview Community, and Westside Community.

Nebraska Department of Education, Metropolitan Omaha Education Consortium (MOEC), ESU #3, ESU #19, and Learning Community of Douglas and Sarpy Counties.

# KEYS TO BREAKING DOWN BARRIERS

IMPROVING EQUITY - INCREASING ACCESS

## Early Childhood Education

### Increasing access is critical

Access to high quality early childhood education is essential for children to be ready for kindergarten and proficient in reading and math by grade 3. A comprehensive birth to grade 3 approach is especially important to help vulnerable children and families overcome the barriers related to poverty and limited English. The Superintendents' Plan improves teacher effectiveness with consistent professional development. Best practice teaching strategies, individualized teacher coaching and evaluator guidance sustain impact across the Learning Community.

## Family Engagement

### Innovation starts with families

The research is clear—family engagement is a difference maker in a child's success from early childhood through postsecondary experiences. In Omaha's highest poverty neighborhoods, a two-generation approach connects intensive early childhood education and family engagement programs. 2-Gen parent education programs work with children and families together. Professional development extends to community childcare provider training and future teacher training to better prepare early childhood college students.

## Postsecondary Success

### Creating New Pathways

Preparation for college and career is PK–16. The CAP calls for better student support with curriculum aligned for a range of student postsecondary choices. Growing partnerships and transition counseling help students explore their possible pathways. Initial postsecondary actions include: pre-apprenticeships and internships; Advanced Placement and dual credit programs; increased FAFSA completions and career readiness improvements.

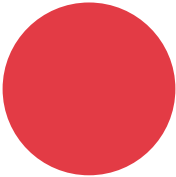
## Fostering Collaboration

### Connecting our Community Resources

The CAP connects home, school and community to enhance student learning and exploration. Business, higher education and local non-profit organizations all play a role in closing the achievement gap. With more resources, early learning is more successful and post secondary experiences become more relevant and accessible.

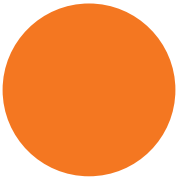
# CAP

## Centers for Implementation



### **Superintendents' Early Childhood Education Plan**

- a. Birth through Grade 3 Approach
- b. Professional Development for All
- c. Customized Assistance Partnerships



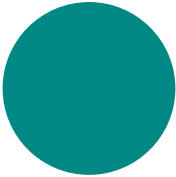
### **Learning Community:** Increased Family Engagement and Early Childhood Education in concentrated poverty

- a. Family Learning
- b. Early Childhood & Parent University
- c. Childcare Director Training
- d. Future Teacher Training



### **GOALS:** Improved Student Attendance

- a. Community Outreach and Education
- b. Child-Family Intervention



### **MOEC:** Collective Impact Plan Development

- a. Students enter kindergarten ready for school
- b. Students graduate from high school prepared for postsecondary and career success.
- c. Students successfully transition to postsecondary education
- d. Students complete postsecondary experiences prepared for career success

**TO FIND OUT MORE** about the Community Achievement Plan, visit: <http://www.learningcommunityds.org/CAP>