

# AGENDA

Achievement Subcouncil # 3  
Learning Community of Douglas and Sarpy Counties  
October 29, 2024 – 3:30 p.m.  
Westside Community Schools  
909 S 76 ST, Omaha, NE 68114  
ABC – 3- Conference Room

1. Call Meeting to Order: Name: \_\_\_\_\_ Time: \_\_\_\_\_

2. Public Notice and Compliance with Open Meetings Act

3. Roll Call

Subcouncil #3  
\_\_\_\_ Hoeger  
\_\_\_\_ Whitted, Jr

4. Approval of the minutes from October 10, 2024, Subcouncil #3 Meeting

Subcouncil #3  
\_\_\_\_ Hoeger  
\_\_\_\_ Whitted, Jr

5. New Business

i. To review and discuss Westside Community Schools new proposal for District Initiatives 2.0.

**Action Item:** Achievement Subcouncil 3, recommend a motion to the Coordinating Council, authorizing the CEO to enter ELC programming agreements with Westside Community Schools District Initiatives 2.0 – Extended Learning for \$259,993.73 per school year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.

<u>First</u>	<u>Second</u>	<u>Vote</u>	<u>Motion</u>
____ Hoeger	____ Hoeger	____ Hoeger	____ Carried
____ Whitted, Jr	____ Whitted, Jr	____ Whitted, Jr	____ Failed
			____ Tabled

Next Meeting: TBD

Adjournment: Time: \_\_\_\_\_

# MINUTES

Achievement Subcouncil # 3  
Learning Community of Douglas and Sarpy Counties  
October 10, 2024 – 1:00 p.m.  
Mockingbird Elementary School  
5100 S 93<sup>rd</sup> St, Omaha, NE

1. **Call Meeting to Order:** Name: Hoeger Time: 3:10 p.m.

2. **Public Notice and Compliance with Open Meetings Act**

3. **Roll Call**

Subcouncil #3

Hoeger

Whitted, Jr

4. **Approval of the minutes from May 13, 2024, Subcouncil #3 Meeting**

First: Hoeger, Second: Whitted

Subcouncil #3

Hoeger

Whitted, Jr

5. **New Business**

i. To review and discuss Ralston Public Schools new proposal for District Initiatives 2.0.

**Action Item:** Achievement Subcouncil 3, recommend a motion to the Coordinating Council, authorizing the CEO to enter ELC programming agreements with Ralston Public Schools District Initiatives 2.0 – Extended Learning. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.

Discussion: The area has a lot of multi-family housing. The school has 34 spoken languages. This will help expand the early learning at Level 1. Ralston is a Majority-Minority District with 42% Hispanic. All staff strategies to support language education. They have no staffing issues.

**First**

Hoeger

Whitted, Jr

**Second**

Hoeger

Whitted, Jr

**Vote**

Hoeger

Whitted, Jr

**Motion**

Carried

Failed

Tabled

**Next Meeting: TBD**

**Adjournment: 3:59 p.m.**



**Learning  
Community  
Grant**



# Learning Community Mission and Initiatives

Mission: "...implement more effective practices to measurably improve educational outcomes for children and families in poverty."

## Initiatives:

- Early Childhood Education with Buffet Early Childhood Institute
- Early Literacy Intervention
- Extended Learning
- Family Engagement
- **Instructional Coaching/Intervention Staff**
- Jumpstart to Kindergarten
- Attendance Intervention

# *Needs*

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- Identified schools with the highest needs
  - Westbrook, Westgate, and Hillside
- Identified students with the highest needs
  - SEL, Behavior
- Identified the initiative of “Instructional Coaching/ Intervention Staff” as a target

# *Highest Needs Schools*

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<b>Site</b>	<b>Free and Reduced Lunch Eligible</b>	<b>Special Education</b>	<b>ELL</b>
Westbrook	64.05%	19.24%	9%
Westgate	64.47%	18.42%	6%
Hillside	48.82%	17.06%	7%
Westside Community Schools	36.37%	15.34%	4%

# *Highest Needs Schools*

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<b>Site</b>	<b>NSCAS English Language Arts</b>	<b>NSCAS Mathematics</b>	<b>NSCAS Science</b>
Westbrook	44%	35%	56%
Westgate	55%	50%	68%
Hillside	63%	57%	75%
Westside Community Schools	69%	67%	73%

# *Needs*

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“What is the one thing that would best support student learning in our three highest needs school?”



# *Project Overview*

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Addition of a dedicated full-time Special Education Facilitator at each of three Title I sites to:

1. Address concerns of highest needs students.
2. Further develop teacher capacity in supporting student needs.
3. Enhance and develop systems and programs to increase support.

\*The area of focus for any given day is flexible with responsive support tailored to the needs of each building.



# *Extending an Existing Practice*

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Currently, the district has three special education facilitators who are shared by 11 sites.

Three new staff members would be joining a highly successful team who would be able to mentor and support new members.

This would provide 1.0 FTE to each of the three identified sites.

Fully integrated into the building level team at each of the three sites.



# Evidence-Based Research

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**Instructional Coaching Effectiveness:** Kraft et al. (2018) found that instructional coaching significantly enhances both teaching practices and student achievement, indicating that targeted support for educators can lead to improved outcomes for students.

**Impact of Teacher Expertise:** Hattie (2009) emphasized that teacher expertise is one of the largest influences on student achievement, highlighting the necessity of skilled educators in Title I schools.

**Social-Emotional Learning (SEL) Outcomes:** Research by Mahoney et al. (2018) and Schwartz et al. (2022) demonstrates that effective SEL programming results in positive academic and behavioral outcomes, supporting the focus on SEL in the initial phase of the project.

**Personalized Support Benefits:** Bloom's (1984) work on one-on-one tutoring reveals that personalized interventions can lead to substantial gains in student learning, reinforcing the need for individualized support strategies.

**Positive Relationships with Students:** Aguilar (2013) notes that establishing strong relationships between educators and students fosters resilience and emotional support, enhancing engagement and academic success, particularly for high-need populations.



# Impact Measurement

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The project will utilize:

- **Data Types:**
  - **Quantitative Data:** Numerical data that can be measured and compared.
  - **Qualitative Data:** Descriptive data that provides insights into student experiences and program effectiveness.
- **Assessment Tools:**
  - **NSCAS Data:** Nebraska Student-Centered Assessment System results for measuring academic performance.
  - **Office Referrals:** Tracks behavioral incidents and disciplinary actions to assess school climate.
  - **SABERS/MySABERS:** Social and Behavioral Assessment for School environments to evaluate social-emotional learning and behavior interventions.
  - **Survey:** Consider a survey of staff on the impact of the position.



**W**

*Thank You!*