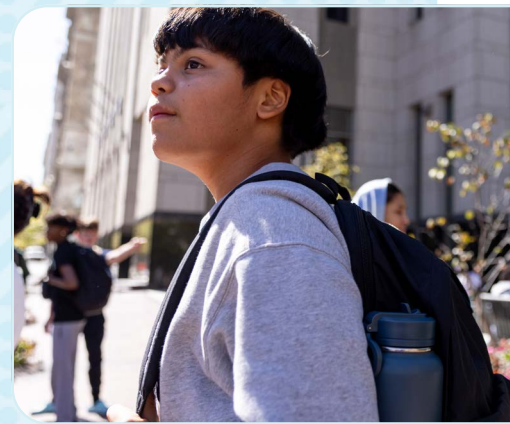


MOONSHOT | All students will read on grade level by 2030

2026-2030 Strategic Plan



Results

Equity

Accountability

Leadership

Joy



2026-2030 **Strategic Plan**

MOONSHOT: All students will read on grade level by 2030

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2026-2030

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INTRODUCTION

Omaha Public Schools is committed to one clear, shared focus for the next five years:

Our Moonshot:

All students will read on grade level by 2030

This Strategic Plan describes how Omaha Public Schools will move as one system to achieve that goal. It reflects what we learned through extensive engagement with students, families, staff, school leaders, and community partners, alongside evidence from high-performing school systems and improvement science. It also reflects the Board of Education's expectation that the district operates with clarity, coherence, and accountability.

Omaha Public Schools serves more than 52,000 students across a diverse and complex urban system. Our district is rich in culture, language, and talent, with dedicated educators and strong community partners. At the same time, students' access to consistent, high-quality literacy instruction varies across classrooms and schools. This creates uneven experiences across classrooms and schools and signals the need for greater coherence and alignment to deliver on our shared commitment to equity and results.

This plan exists to address that challenge directly. Rather than listing disconnected initiatives, it establishes a focused, systemwide approach to improvement, aligning our community voice, data, and values; defining the actions required to change adult practice and student experience; and holding ourselves accountable for progress over time.

Literacy is the foundation for success across all subjects and for life beyond graduation. Ensuring every student reads on grade level is not a narrow academic goal; it is a commitment to access, agency, and opportunity for every child we serve. This Strategic Plan is our roadmap for making that commitment real.



OUR VISION, MISSION, AND VALUES

Vision:

Every student. Every day. Prepared for success.

Mission:

To prepare all students for success in college, career, and life.

Core Values:

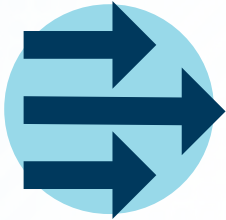
Results · Equity · Accountability · Leadership · Joy

These commitments define what Omaha Public Schools stands for and guide how we work together. They shape how we interpret community voice and student outcomes, how we make decisions, and how we measure progress toward our Moonshot.



HOW TO READ THIS PLAN

This Strategic Plan is organized around three connected elements:
Alignment, Action, and Accountability.



Alignment brings together student outcomes, community voice, district values, and evidence on what works to establish a shared understanding of the challenge before us. **Chapter 1 – Alignment** explains why improvement must be systemwide and how our thinking is aligned around a single, united focus on growth.



Action defines what will change to reach our Moonshot. **Chapter 2 – Action** defines the Theory of Action and describes the strategy the Omaha Public Schools will pursue, the conditions schools must have in place, and how adult practice and student experience will shift across classrooms and schools.



Accountability ensures transparency, learning, and follow-through. **Chapter 3 – Accountability** outlines how the district will measure progress, manage resources responsibly, and hold itself accountable for results over time.

Together, these chapters form a clear throughline, providing a shared framework for decision-making, continuous improvement, and Board oversight.

ALIGNMENT



ACTION



ACCOUNTABILITY



ALIGNMENT

A shared understanding of the challenge before us



United focus on growth

ACTION

Strategy to address our united focus on growth



Consistent student experience

ACCOUNTABILITY

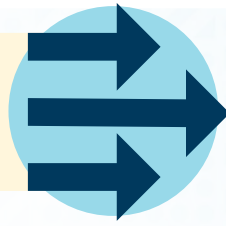
Measuring the progress and implementation of our strategies



Learning, adjustment, and results

Together, Alignment, Action, and Accountability create a coherent system for achieving our Moonshot: All students reading on grade level by 2030.

CHAPTER 1 ALIGNMENT



1.0 Chapter Introduction

Omaha Public Schools benefits from strong relationships, a committed staff, community partnerships and a deep belief in students’ potential. Across the district, there are classrooms and schools where students experience high-quality instruction and meaningful support every day.

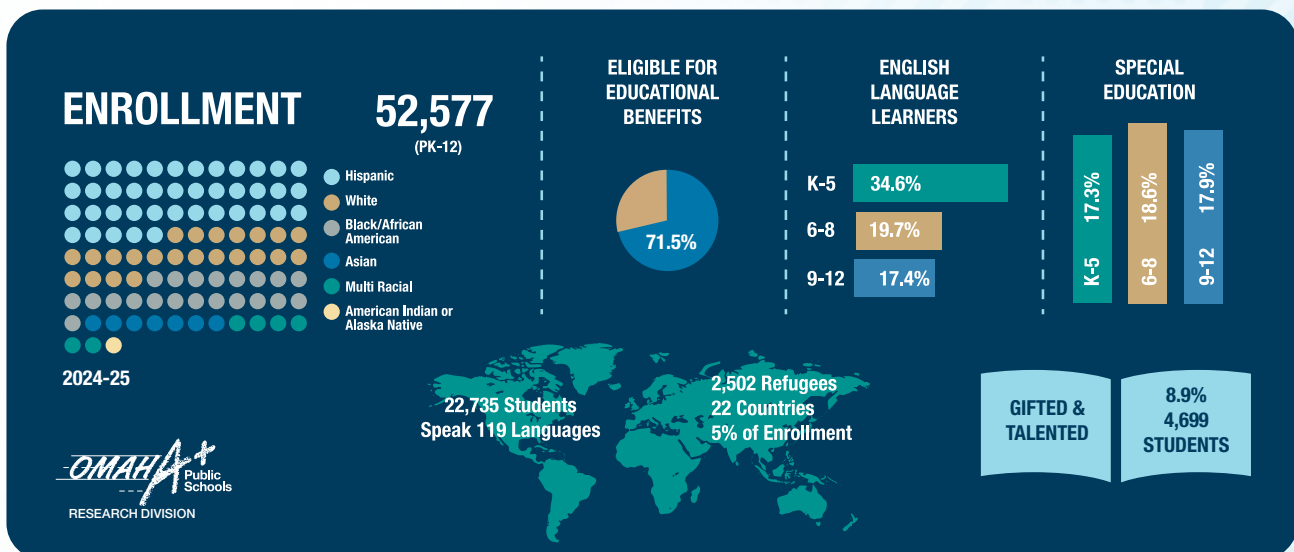
At the same time, student outcomes and community experiences reveal uneven access to consistent, high-quality literacy instruction across classrooms and schools. These differences matter. They shape opportunity, limit coherence, and make it difficult to deliver equitable results at scale.

This chapter brings together student outcomes and community voice to establish a shared understanding of the challenge before us. By aligning evidence and experience, it clarifies why improvement must be systemwide, and why focused, coherent action is required to move forward.

1.1 Who We Are and Who We Are Becoming

The Omaha Public Schools is the largest public school district in Nebraska, serving 1 in 6 students in the state, with a 2024–25 enrollment of 52,577. Omaha Public Schools is one of the state’s largest employers, with nearly 9,000 full-time employees supporting daily operations. Our teaching staff have an average of 11 years of experience and more than 62% hold advanced degrees.

We are a proud city school district with a tapestry of cultures, languages, and opportunity. As we plan toward 2030, we are preparing to serve a student population that is increasingly diverse and multilingual. Our District already serves students who speak over 119 different languages, a richness that will continue to shape our schools and community.



Planning for 2030 requires designing a system built for the future, not just the present. Expectations for schools continue to rise, and to meet the needs of tomorrow’s students, we must intentionally design systems that use time, talent, and resources wisely. This reduces fragmentation, strengthens team-based practice, and focuses effort on what most directly improves student learning.

This future-focused mindset guides how we design instruction and organize support so every school is prepared to serve every learner well into 2030 and beyond.

ALIGNMENT



1.2 Where We Are Today

The Work Leading to This Moment

Over the last five years, Omaha Public Schools has been guided by a Strategic Plan of Action focused on strengthening the system and investing in long-term stability. During this period, the district made deliberate investments in facilities, instructional resources, staffing, transportation, and system infrastructure. These efforts helped stabilize operations and build the foundation necessary for deeper instructional improvement.

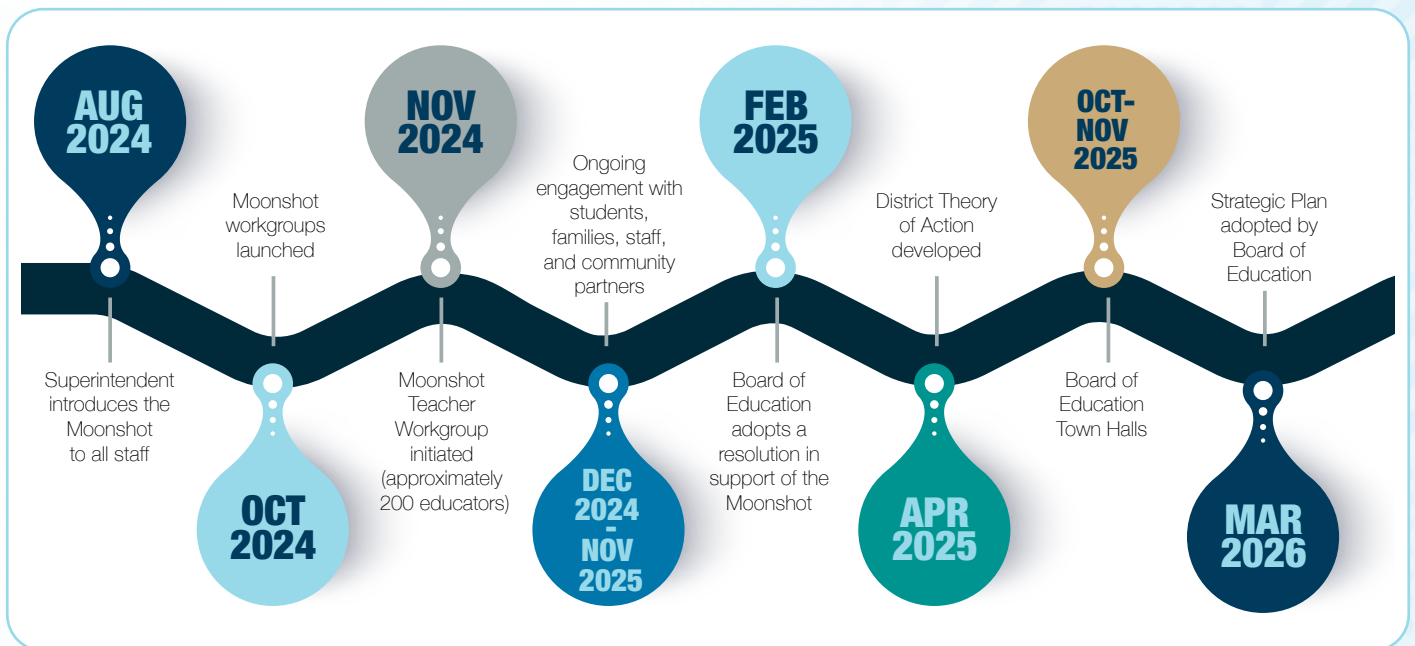
At the same time, families, staff, and students told us that stability alone is not enough. Despite these investments, learning experiences, and outcomes, remain inconsistent across classrooms and schools. This tension between progress made and challenges that persist defines where we are today.

Listening and Learning Together

Our district's current focus on literacy emerged directly from listening to our community and examining our system honestly. Students, families, staff, and community partners consistently pointed to reading as foundational to success across subjects and grade levels. They also named the need for clearer priorities, stronger coherence, and greater consistency in how students experience instruction.

Rather than relying on a single perspective, our district engaged in a sustained, community-driven process to align voices, data, and evidence into a shared, aligned direction for improvement.

A Community-Driven Path to the Moonshot



MOONSHOT: All students will read on grade level by 2030

ALIGNMENT



Student Outcomes Snapshot

The outcomes below reflect current system performance in academics, attendance and graduation. These snapshots underscore the need for focused, systemwide action to ensure every student experiences high-quality literacy instruction, every day, in every school.

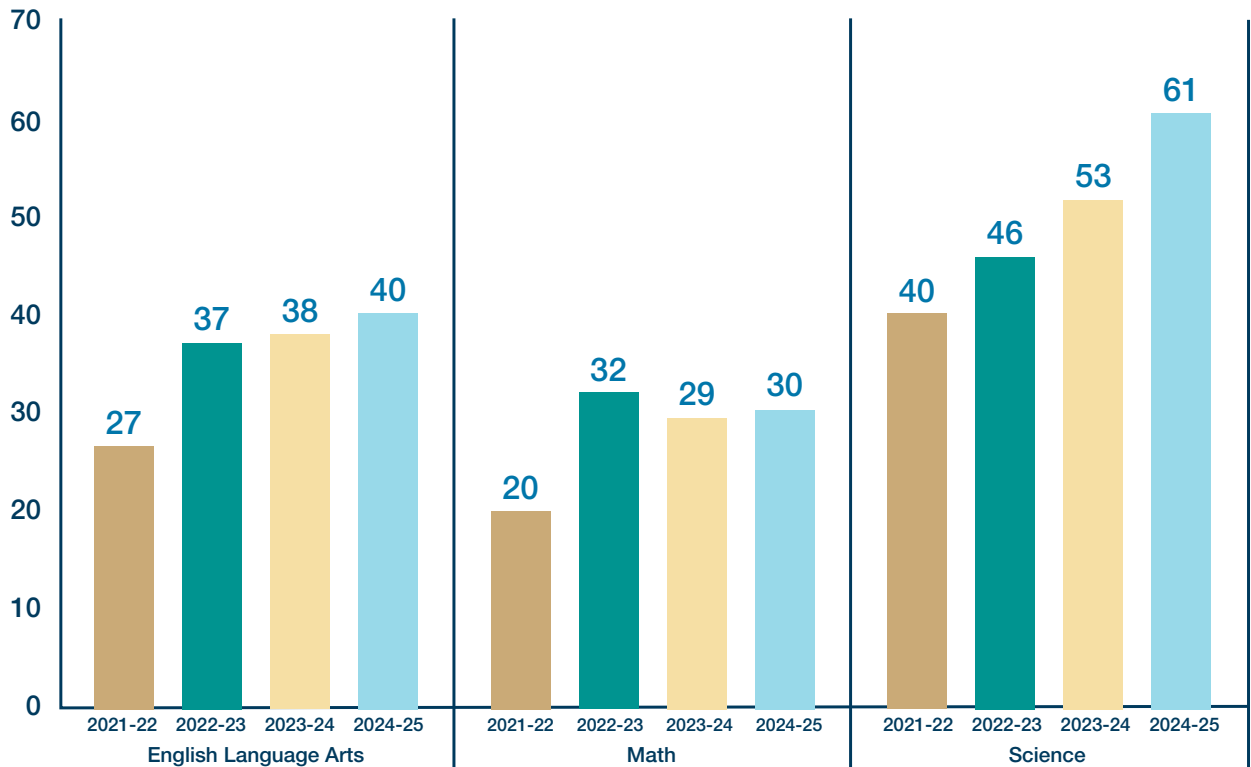
Research consistently shows that reading proficiency is strongly connected to performance across disciplines. Literacy strengthens comprehension, reasoning, and engagement with complex tasks which directly supports achievement in mathematics and science (Hübner et al., 2022; Zhu, 2022; Grimm, 2008).

Literacy is also linked to stronger attendance, engagement, and graduation rates. When literacy improves, the effects extend beyond one subject. They influence achievement, persistence, and long-term opportunity.



Student proficiency is assessed annually in grades 3-8 and 11, via the NSCAS and NSCAS-ACT. Since 2021-22, our District has made progress, increasing proficiency in English Language Arts (ELA), Math, and Science.

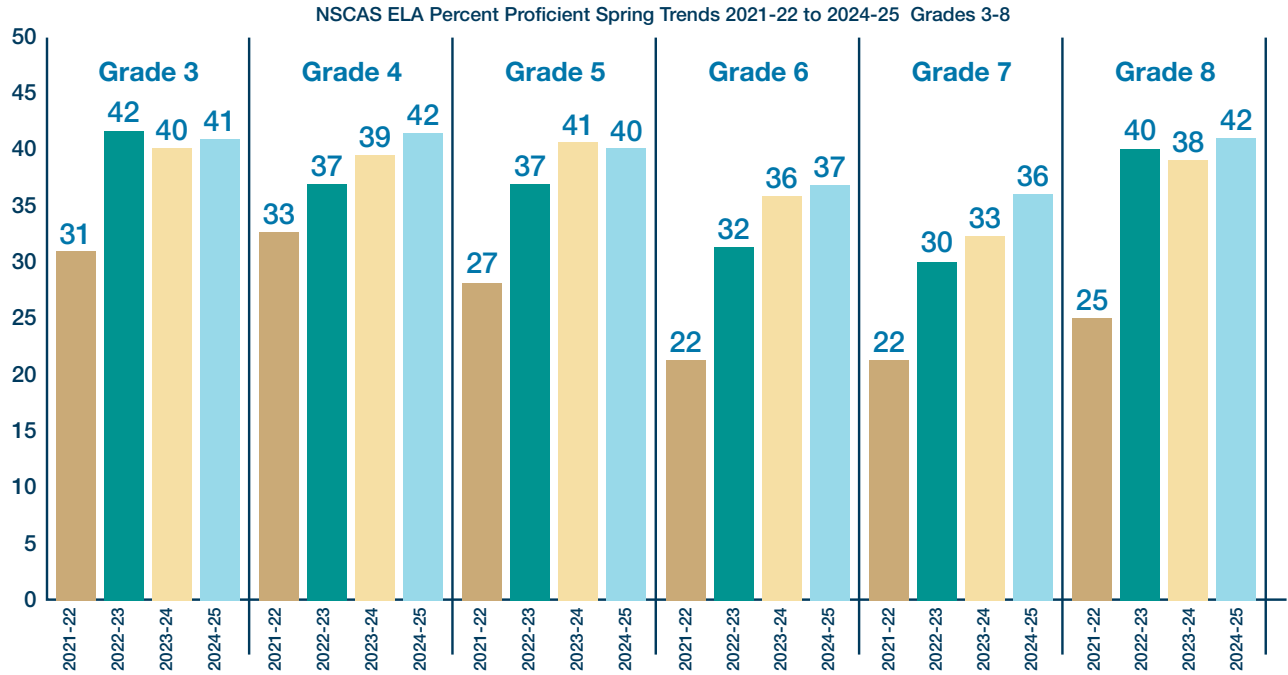
NSCAS Percent Proficient Spring Trends 2021-22 to 2024-25 Grades 3-8



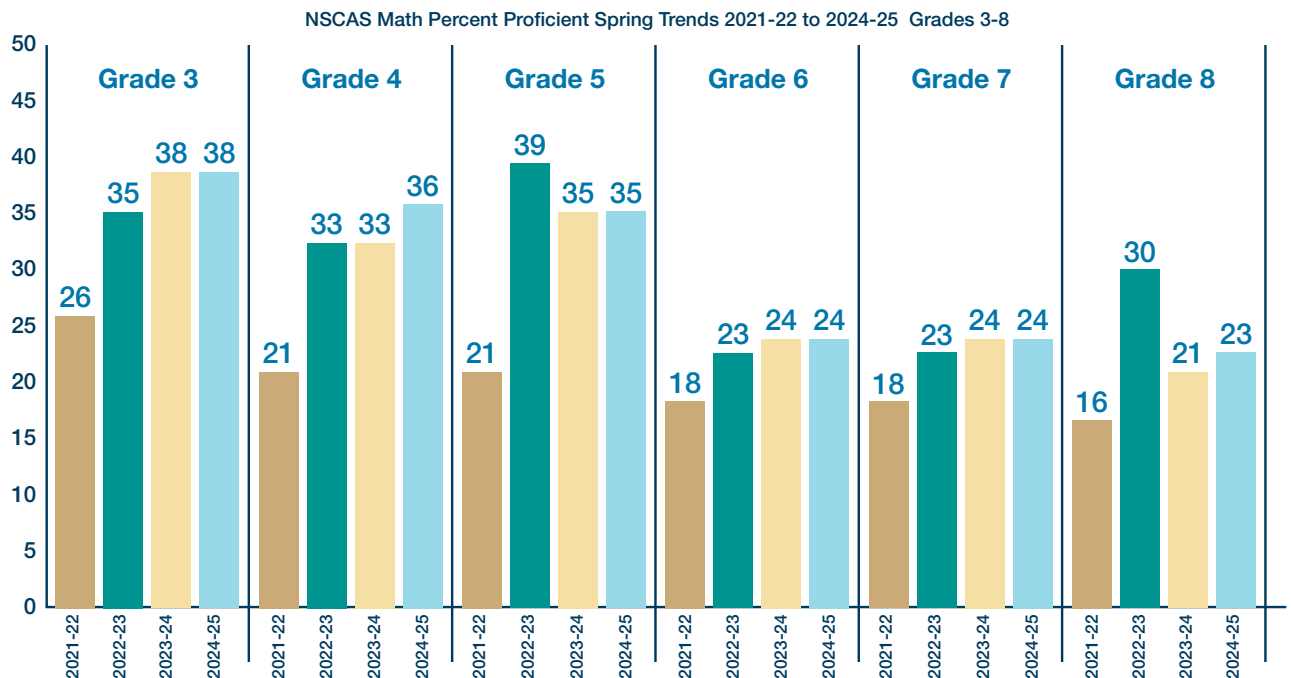
ALIGNMENT



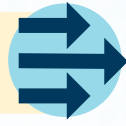
While grade levels have experienced growth over the last four years, student growth isn't always sustained over time. In addition, no grade level has performed above 42% proficient in ELA.



Math performance across all grade levels remains under 50%. Though improved from years ago, more than 70% of 8th grade students are not prepared for high school level mathematics when entering 9th grade.



ALIGNMENT

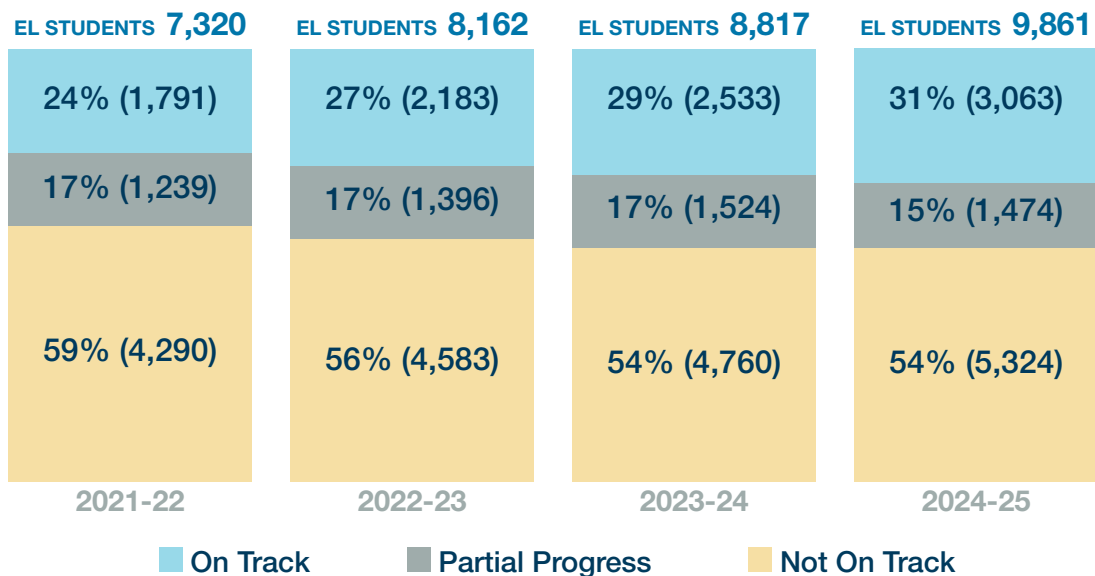


Student performance as measured by standardized tests declines between middle school and the 11th grade. The ACT, Nebraska’s reading and math assessment for all 11th graders, has shown year over year declines in our District.

Percent Meeting State Proficiency Benchmarks 2024-25		ELA	Math	Science
		18.45%	12.53%	22.77%
Average Scale Score	21-22	22-23	23-24	24-25
ELA	12.6	12.8	12.7	12.6
Math	13.9	14.2	14.5	14.0
Science	14.0	14.6	14.8	14.5

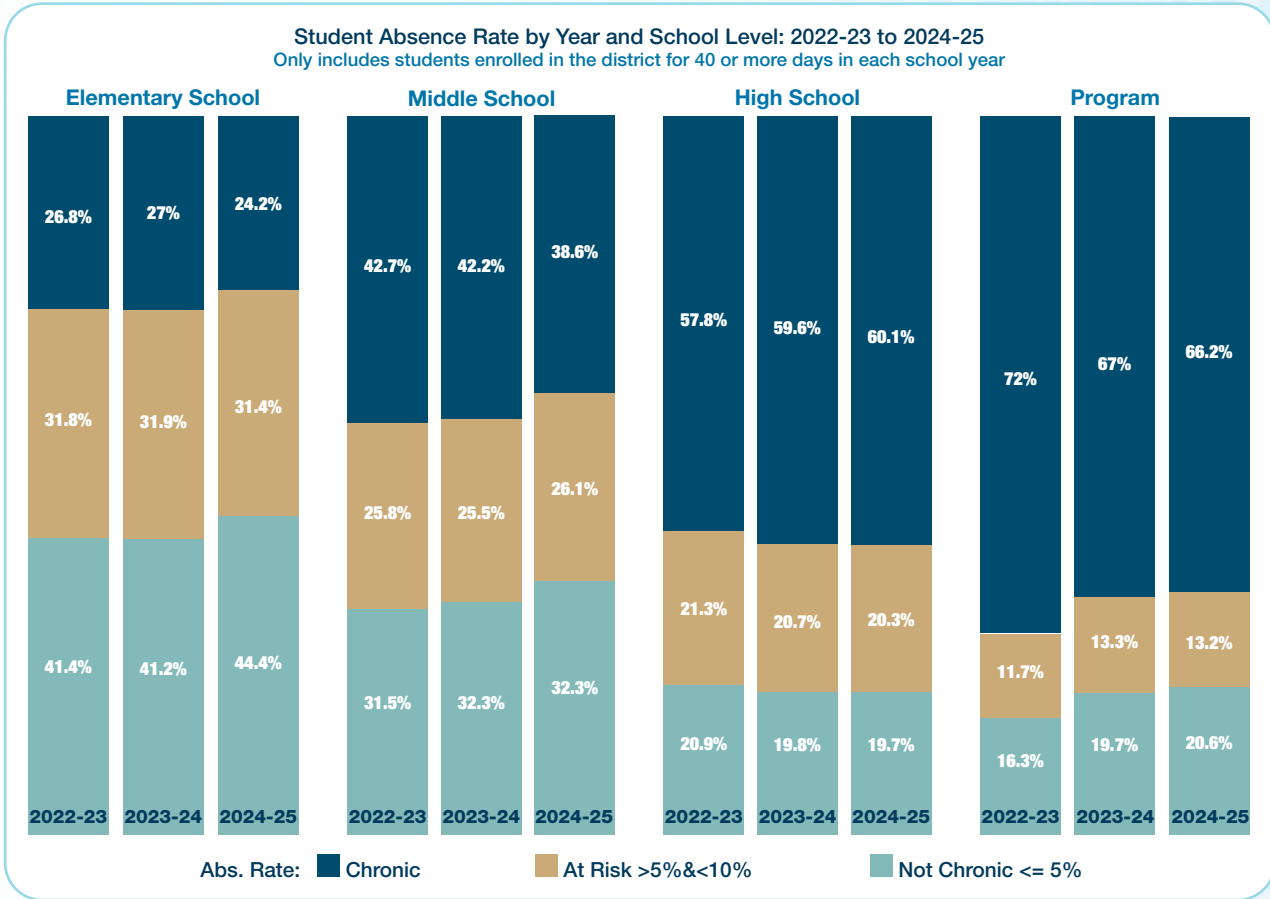
Approximately 46% of Omaha Public Schools Students are English Learners or former English Learners. This graphic illustrates the increasing number of English Learners in our District year over year and their language acquisition level as measured by the ELPA (English Language Proficiency Assessment). Students are “on-track” when they meet expected yearly growth across reading, writing, speaking and listening domains.

ELPA On Track Data by Test Year: 2021-22 to 2024-25

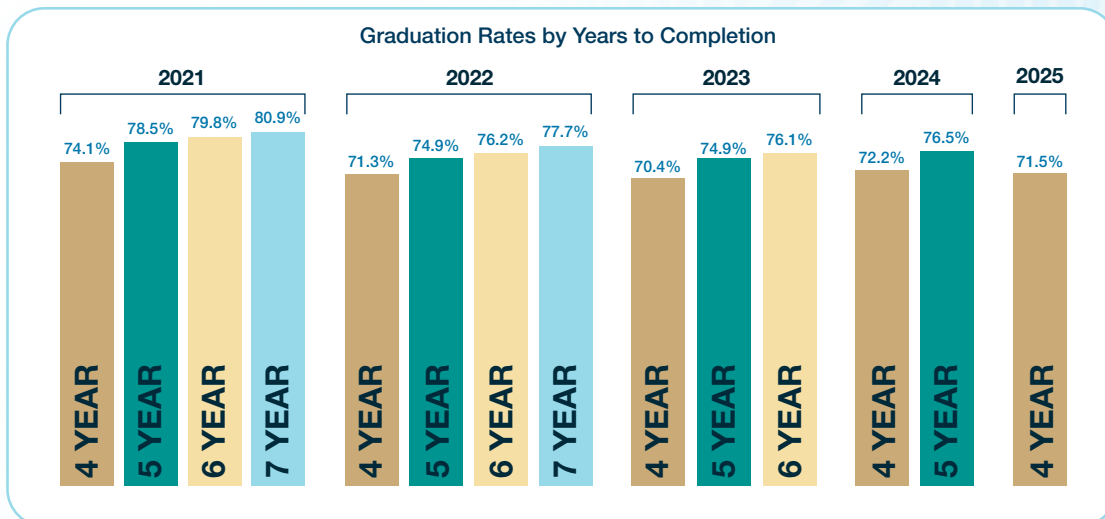




Student attendance plays an essential role in learning. Chronic absenteeism highly correlated to academic performance and on-time graduation from high school.



Ultimately, students' experiences with our District should culminate in graduation. Our District seeks to maximize our 4-year rate though we know some students need longer to reach graduation. This graphic illustrates the persistence of our students over time, even beyond four years. Our Moonshot goal will ensure they are prepared for college, career, and life.



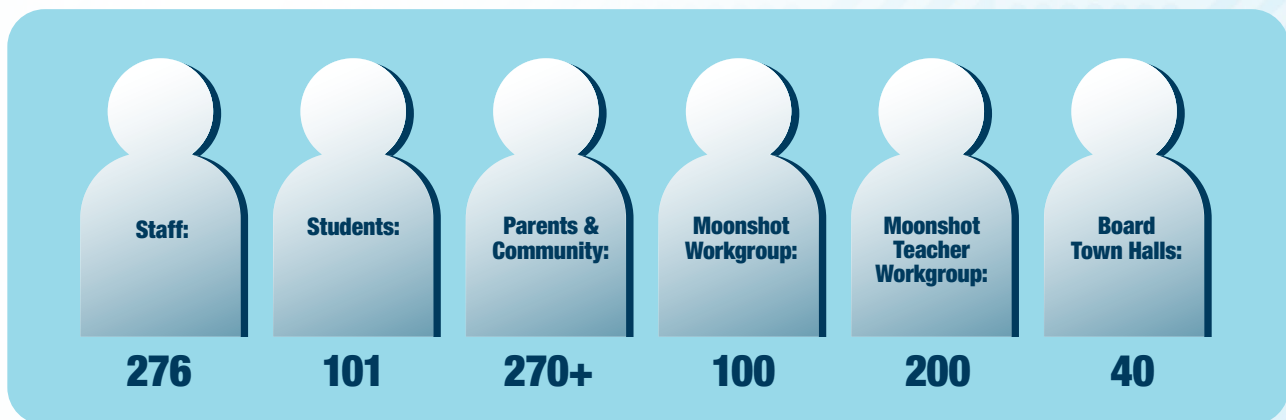
ALIGNMENT



1.3 Community Voice: Aligning Around a Shared Understanding

To build a shared understanding of the challenge before us, Omaha Public Schools engaged in an extensive, multi-year listening and engagement process. This work was intentionally designed to align student outcomes, lived experiences, and evidence on what works - so the district could move forward with clarity and coherence.

Through focus groups, workgroups, surveys, and town halls, students, families, staff, and community partners consistently shared both pride in their schools and urgency for change. While perspectives varied by role and context, the core messages were remarkably aligned around the need for clearer priorities, greater consistency, and stronger support for literacy learning.



Total engaged: Approximately 1,000+ stakeholders (Note: Some individuals may have participated in more than one engagement opportunity.)

Together, these voices helped align the district around a common understanding of both our strengths and the barriers that must be addressed systemwide.



ALIGNMENT



1.4 Systemwide Themes: Where Evidence and Voice Align

When student outcomes, demographic context, and community voice are considered together, clear systemwide themes emerge. These themes reflect areas of strong alignment across roles and perspectives, and point to the conditions that must change for improvement to occur at scale.

Aligned Themes Across the System

Strong Relationships and Belief in Students

Across schools and roles, stakeholders consistently described caring adults and positive relationships as necessary to student success. These relationships create trust, belonging, and connectedness - and provide an essential foundation for academic growth. Students, however, don't always experience these relationships in every school or every classroom. Staff report uneven feelings of connectedness and experiences aligned to our values.

Literacy Is Foundational - and Urgent

Across students, families, and educators, there is strong agreement that reading is essential to success in every subject and at every grade level. Literacy is widely understood as a gateway to confidence, engagement, and future opportunity.

Learning Experiences Are Inconsistent

Despite shared goals, students experience different expectations, instructional practices, and supports depending on where they attend school. This variation contributes to uneven outcomes and limits systemwide progress.

Educators Want Coherent, Job-Embedded Support

Teachers and school leaders consistently described the need for professional learning that is practical, connected to daily instruction, and supported by time and collaboration - not fragmented or episodic.

Families Want to Partner but Face Inconsistent Access

Families expressed a strong desire to support their children's learning. At the same time, inconsistent communication, limited tools, and varying structures across schools make partnership uneven.

System Capacity and Focus Are Under Strain

Across roles, staff described competing priorities, initiative overload, and staffing challenges that pull attention away from instruction. There is broad agreement that greater focus and coherence are needed.

Taken together, these themes reveal a central alignment challenge. While Omaha Public Schools shares strong values, commitment, and belief in students, those shared intentions are not yet experienced consistently across classrooms and schools. The question before the district is how to align what we believe with what students experience every day. This alignment challenge clarifies the need for a focused systemwide lever, one that strengthens consistency without diminishing relationships or local strengths. That systemwide lever is literacy.

ALIGNMENT



1.5 The Case for Literacy

Literacy is a gateway to future opportunity. It enables students to access learning across all content areas and fully participate in school and beyond. Reading unlocks mathematics, science, the arts, and advanced coursework, and it supports whatever students aspire to become.

Research consistently shows that reading proficiency is strongly connected to learning in other disciplines and across grade levels. Literacy skills support performance in mathematics and science by strengthening comprehension, problem-solving, and the ability to engage with complex texts and tasks (Hübner et al., 2022; Zhu, 2022; Grimm, 2008). For lower-achieving students in particular, reading comprehension plays a critical role in academic performance, including in mathematics (Chang & Ko, 2012; Beal et al., 2010; Codding et al., 2015; Foster et al., 2019; Ding & Homer, 2020).

At the same time, literacy growth matters for every student. For students working to reach grade-level expectations, strong instruction removes barriers to opportunity. For students already meeting or exceeding grade-level standards, increasingly complex texts and deeper analysis expand thinking and open doors to advanced learning. A focus on grade-level literacy does not lower the ceiling, rather it raises expectations everywhere.

Literacy also shapes outcomes well beyond PK–12 schooling. Studies link reading and mathematics achievement to higher educational attainment, increased earning potential, and greater economic mobility over time (Murnane et al., 2012; Lin, Lutter, & Ruhm, 2018; Chetty et al., 2011; Chetty, Friedman, & Rockoff, 2014).

Because literacy influences learning across subjects, grades, and life pathways, it represents the most powerful lever for systemwide improvement. Strengthening literacy strengthens everything that follows.

1.6 Our Moonshot: A United Focus on Growth

The insights in this chapter point to a clear conclusion: improving outcomes for students at scale requires a focused, coherent, and shared approach. Across students, families, staff, and community partners, one theme rose consistently: literacy is foundational to opportunity, engagement, and long-term success.

Literacy is not a single subject or an isolated initiative. It shapes how students access every discipline, participate in learning, and build confidence as learners. When students struggle to read, barriers appear across academics, attendance, and belonging. When students read confidently and competently, they are positioned to pursue deeper learning and broader opportunities.

Choosing a united focus on literacy is not about narrowing our mission; it is about strengthening it. Our Moonshot establishes a clear commitment: every student will read on grade level by 2030. Grade-level proficiency is the foundation, not the ceiling. From that foundation, expectations rise for everyone, everywhere.

This focus ensures that students who need support receive it, and students who are already thriving are stretched further. By committing to literacy as our shared priority, Omaha Public Schools moves from pockets of excellence to systemwide consistency, creating the conditions for every student to grow, achieve, and excel.





2.0 Chapter Introduction

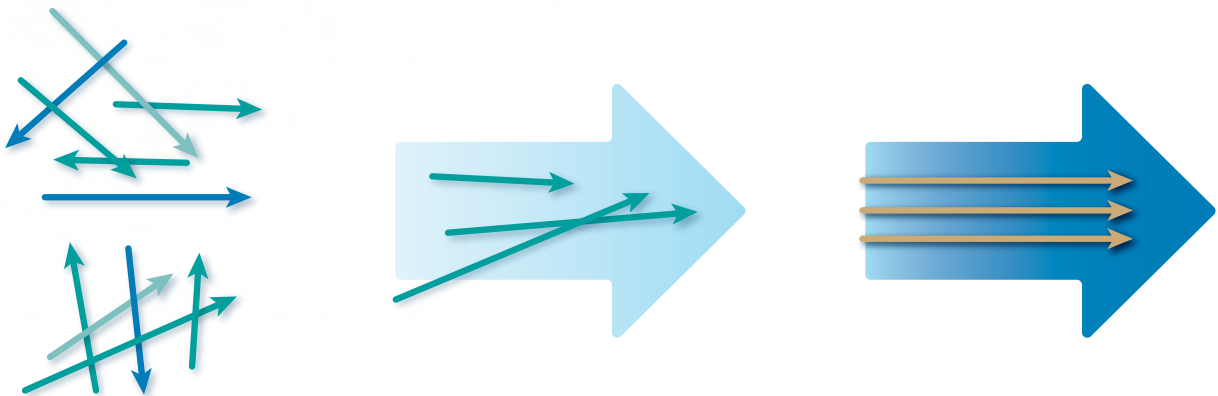
The alignment established in Chapter 1 makes clear that improvement cannot rely on isolated efforts or individual schools working alone. Achieving consistent results for students requires intentional action, including clear direction, shared expectations, and coordinated support across the system.

Chapter 2 - Action describes how Omaha Public Schools will act on that alignment. It defines the Theory of Action, outlines the foundational conditions required for success, and describes the strategy that will change adult practice and student experience in pursuit of our Moonshot.

Rather than adding new initiatives, our actions are centered around coherence: doing fewer things, more deliberately, so that every student experiences high-quality literacy instruction every day, in every school.

Moving from 'random acts of improvement' ...

... to Aligned Goals, Aligned Behaviors, and Aligned Processes



ACTION



2.1 Theory of Action

If we:

1. Focus time, energy, and support where students need it most,
2. Use reading practices that work for every child,
3. Build a school district culture rooted in our core values, and
4. Stop doing things that do not directly improve student learning,

Then:

- every school has what it needs,
- every staff member feels clarity and support,
- every family sees partnership,
- every student experiences high-quality instruction every day,
- **and every student will read on grade-level by 2030.**

2.2 Enabling Our Theory of Action

A Theory of Action defines what must change to improve outcomes for students. Enacting that theory requires an environment that supports consistent implementation across classrooms, schools, and the system.

This chapter distinguishes between two essential elements of action

- **The Strategy** — what will change in adult practice and student experience. This defines the work that directly impacts teaching and learning.
- **Foundational Conditions** — the environment required for the strategy to be implemented well and sustained over time. Foundational conditions make the work of the strategy possible by ensuring staff have the leadership, time, tools, and support needed to implement the strategy consistently.

Foundational conditions are not the strategy. They enable the strategy to be enacted with coherence and fidelity at scale.



ACTION

2.3 Foundational Conditions

The Environment that Enables Action

Action requires more than intent. To enact the district's Theory of Action consistently across schools, Omaha Public Schools must operate within an environment that supports implementation and sustained improvement. The conditions below describe that environment:



Instructional Leadership

Clear and consistent leadership that aligns priorities and supports strong teaching and learning.



Staffing and Professional Learning

Adequate staffing and job-embedded learning that build staff capacity and coherence.



Attendance and Climate

Safe and supportive environments that promote presence, engagement, and belonging.



Family and Community Partnerships

Accessible and trusting partnerships that support shared responsibility for student learning.



Collaboration & Facilities

Protected collaborative planning time and well-maintained facilities that support effective instruction.



Improvement Science

A shared approach to continuous improvement focused on learning, testing, and improving over time. This is both part of system health and will be measured in the implementation of improvement processes.



Foundational Conditions in Action

The foundational conditions described in this chapter are not theoretical. They are actively being built across our system. Central office teams, school staff, and service departments are working to create the environment that strong literacy instruction requires.

These examples illustrate how improvement science, instructional leadership, role clarity, and job-embedded professional learning move our strategy from concept to coordinated action; across every role, every setting, every day.



Improvement Science
(Nutrition Services)

Using rapid improvement cycles to increase student meal engagement, because nourishment supports learning.



Instructional Leadership
(Schools)

Leading Professional Learning Communities that analyze student work, adjust instruction, and monitor impact.



Attendance & Climate
(Transportation)

Strengthening role clarity so every bus ride supports safety, belonging, and readiness to learn.



Staffing & Professional Learning
(Central Office)

Designing job-embedded, evidence-based learning that builds educator capacity across the system.



2.4 The Strategy

Systemwide Actions for Change

The Moonshot Priorities and Systemwide Actions below describe how Omaha Public Schools will act on its Theory of Action so that all students will read on grade level by 2030. Grounded in student outcomes, community voice, and what evidence tells us works, these strategies define specific changes in adult practice and student experience required to reach our Moonshot.

Together, these priorities represent a small, focused set of systemwide actions, designed to reduce variation across classrooms and schools, strengthen coherence, and ensure students experience high-quality literacy instruction every day. By limiting the number of priorities, our district protects focus to support consistent implementation across the district.

MOONSHOT: All students will read on grade level by 2030

Moonshot Priority	Systemwide Actions
1. Coherent, Evidence-Based Literacy Instruction, PK–12 <i>How, when, and where literacy is taught</i>	<ol style="list-style-type: none"> 1. Implement evidence-based literacy practices aligned to how students learn to read across PK–12. 2. Ensure literacy instruction is coherent from early childhood through secondary, across transitions and content areas.
2. Grade-Level Tasks, Instruction, and High Expectations <i>What students experience daily</i>	<ol style="list-style-type: none"> 1. Ensure students routinely engage in grade-level texts and tasks. 2. Maintain high expectations for all students while providing appropriate supports.
3. Student Connectedness, Belonging, and Engagement <i>Creating conditions where students want to be in school</i>	<ol style="list-style-type: none"> 1. Strengthen activities and athletics as key drivers of belonging and connection to school. 2. Expand access to meaningful extracurricular opportunities aligned to students' interests and identities. 3. Ensure students are supported by caring adults who build inclusive, values-aligned communities.
4. High-Performing Teams Using Improvement Cycles <i>How adults improve practice together</i>	<ol style="list-style-type: none"> 1. Support collaborative teams that analyze student work and instructional practice. 2. Use improvement cycles to identify problems of practice and test adjustments. 3. Build shared ownership for student learning across roles.
5. Family, Volunteer, and Community Partnerships <i>Extending capacity beyond schools</i>	<ol style="list-style-type: none"> 1. Strengthen partnerships that support literacy, attendance, and student success. 2. Align school, family, and community efforts around shared goals for students.
6. Focus Through Stop Doing <i>What we choose not to do</i>	<ol style="list-style-type: none"> 1. Discontinue or redesign work that does not directly advance student reading outcomes or the district's Theory of Action. 2. Limit the number of simultaneous initiatives to protect focus, instructional time, and improvement cycles.

ACTION



2.5 Implementation Timeframe

MOONSHOT: All students will read on grade level by 2030

**2025
-
2026**

1

2025-26 | Phase 1: Build Coherence

Establish shared expectations, practices, and baseline measures.

**2026
-
2027**

2

2026-27 | Phase 2: Deepen Practice

Strengthen instructional practice, leadership capacity, team effectiveness, and partnerships.

**2028
-
2030**

3

2028-30 | Phase 3: Sustain and Close Gaps

Accelerate progress in remaining priority schools and ensure long-term stability.

CHAPTER 3 ACCOUNTABILITY



3.0 What We Mean by Accountability

Alignment and action only matter if they lead to results.

In this strategic plan, accountability is defined by one outcome:

All students reading on grade level by 2030.

Everything exists **in service of that goal.**

Accountability does not mean reporting on dozens of disconnected metrics. It means ensuring the system is functioning in ways that make the goal achievable - and intervening when it is not.

This requires a coherent measurement system that:

- Keeps the district focused on the Moonshot,
- Tests whether the strategy is being implemented as designed,
- Confirms whether students are actually improving,
- Monitors whether foundational system conditions are strong enough to sustain the work.

Some elements in this system are **direct measures of student success.** Our district will report publicly and formally on our **Moonshot outcome** and student progress indicators. Foundational conditions and implementation measures are used primarily for **internal learning, system stewardship, and improvement** - to ensure the district is creating the conditions under which the Moonshot is achievable.

Both matter - **but they serve different purposes.**

What Success Is	What Makes Success Likely
Reading on grade level by 2030	Conditions + implementation + growth (used to learn and adjust)
This is the outcome Omaha Public Schools is accountable to deliver.	These are the levers Omaha Public Schools is accountable to steward so schools can deliver the outcome.

ACCOUNTABILITY



Measuring and Managing Change

Sustained improvement requires disciplined inquiry through improvement science alongside change management that attends not only to what we implement and how well, but how people experience change. Our approach reflects research on effective organizational change, aligning vision, skills, resources, action, and collegiality to drive success.



Listen, Learn, and Adjust

To actively measure and manage change, the district will embed regular listening practices:

- **Pulse check surveys** will provide timely snapshots of how staff are experiencing change, including clarity, confidence, and perceived impact. These brief, consistent surveys will be offered multiple times per year across role groups and will contribute to course correction and annual Moonshot updates.
- **Empathy interviews** will offer deeper qualitative insight into day-to-day realities, surfacing nuance that data alone cannot capture. Used both to plan and check that the lived experience of staff, students, and families shows up in our Moonshot journey.

Feedback from these sources will be used for continuous improvement, to adjust communication, pacing, and supports.

ACCOUNTABILITY



3.1 Our Moonshot Accountability Model

One Goal.
Evidence of Change in
System Health, Adult Practice,
and Growth.



MOONSHOT:

All students will read on
grade level by 2030

SUMMATIVE OUTCOME (3.15)

NSCAS / NSCAS-ACT /
Post Secondary Readiness

→ % reading
on grade level

PROGRESS MONITORING (3.14)

(Leading Growth Indicators)
Universal Screener (K-3) • MAP-ELA (3-8) PreACT Reading (9-10)

→ Are students improving during the year?

IMPLEMENTATION QUALITY (3.13)

(Adult Practice)
Improvement Processes, High Engagement & High Expectations

→ Are we enacting focused strategy with quality and consistency?

FOUNDATIONAL CONDITIONS (3.12)

(System Health)
Staffing & Learning • Attendance & Climate •
Family & Community Partnership • Collaboration & Facilities

→ Does the system make strong implementation possible?

This model both defines success and what makes it likely and sustainable, while informing continuous improvement.



3.12 Foundational Conditions (System Health)

Foundational conditions describe the **health of the system** - not student success itself.

They represent the minimum conditions required for schools to implement the literacy strategy with quality and sustainability. While these indicators do not have a one-to-one causal relationship with reading outcomes, **weak conditions make strong outcomes statistically unlikely.**

For this reason, Omaha Public Schools will monitor and steward the following conditions as **system-level guardrails**:

Instructional Leadership

Clear and consistent leadership that aligns priorities and supports strong teaching and learning.

Staffing & Learning

Adequate staffing and quality, job-embedded opportunities aligned to adult learning theory that build staff capacity and coherence.

- Adequate staffing in core content areas and special education.
- Consistent participation in quality, district and building-level professional learning.

Attendance, Climate & Well-Being

Safe and supportive environments that promote presence, engagement, and belonging.

- Staff attendance \geq 95%.
- Student chronic absenteeism reduced annually.
- Reduction in behavior events.
- Positive climate survey trends.

Family & Community Partnership

Accessible and trusting partnerships that support shared responsibility for student learning.

- Shared literacy and attendance goals with families.
- Regular communication of progress.

Collaboration & Facilities

Protected collaborative planning time and well-maintained facilities that support effective instruction.

- Scheduled collaborative planning time.
- Facilities meeting APPA Level 2 standards.

Improvement Science

A shared approach to continuous improvement focused on learning, testing, and improving over time. This is both a part of system health and will be measured in the implementation of improvement processes.

These indicators are not reported as success metrics. They are monitored as **conditions for success.**

ACCOUNTABILITY



3.13 Implementation Quality (Adult Practice)

Implementation measures assess whether adult practices across schools align to the district's literacy strategy.

This understanding answers:

“If students are not improving, is it because the action is weak - or because it is not being implemented well?”

Implementation is assessed through:

Improvement processes aligned to Cognia performance standards

Student engagement measured by the Effective Learning Environments Observation Tool (eleot)

High expectations evidenced by grade level instruction in every classroom, every day measured by the Nebraska Instructional Practice Guides (IPG)

3.14 Progress Monitoring (Leading Growth Indicators)

Universal Screener (K–3)

MAP-ELA (3–8)

PreACT Reading (9–10)

3.15 Summative Outcome

Our Moonshot Reporting

The Omaha Public Schools Board of Education and community will receive routine public reporting on:

Our Singular Goal

NSCAS, NSCAS-ACT, NSCAS-ALT

% of students reading on grade level

The Board will receive two annual workshops sharing evidence of implementation quality, conditions improvement, and receipts of reports that call out metrics relative to system health. They are not treated as independent performance targets. Our District is committed to using this layered evidence approach to guide resource allocation, identify system barriers, and adjust supports and strategy.

This is a layered, evidence-focused **theory of action accountability model**, not a compliance accountability model.

A compliance model holds that, “If we measure everything, improvement will happen.”

In our Moonshot Theory of Action model we know that, “If we strengthen the system and implementation, the outcome will improve.”

We are accountable for **one outcome - reading on grade level** - and we monitor conditions and implementation so the system can actually deliver that outcome.



3.2 Using Evidence to Guide Resources

This strategic plan ensures that decisions about time, talent, and financial resources are grounded in evidence and aligned to the actions required to reach our Moonshot.

Rather than adding initiatives, Omaha Public Schools will use the measurement approach in this chapter to focus resources, prioritize what matters most, and make disciplined tradeoffs strengthening work that advances student learning and reducing work that does not.

Resource Priorities

Our district will align existing resources toward:

- Evidence-based literacy instruction and grade-level learning
- Strong implementation, through instructional leadership, high-performing teams, and continuous improvement cycles
- Foundational conditions that enable sustained improvement, including staffing stability, protected collaboration time, attendance, climate, and family partnership

Decision-Making and Tradeoffs

Resource decisions will be guided by our district's Theory of Action and evidence of implementation and impact. Our district will:

- Invest in work that demonstrates strong implementation and improves reading outcomes
- Reduce, redesign, or discontinue work that does not directly advance the Moonshot, duplicates effort, or competes with our focus
- Limit the number of simultaneous initiatives to protect school capacity and coherence

This reflects our district's commitment to stop doing as a strategy for focus and effectiveness.

Board Oversight

The Board of Education ensures alignment between strategy, evidence, and resources by:

- Engaging in budget conversations aligned to our Moonshot, progress evidence, and outcomes
- Monitoring whether resource decisions reflect stated priorities and tradeoffs
- Providing fiscal stewardship and accountability over time

Through this evidence-guided approach, Omaha Public Schools aligns people, time, and resources to what matters most, ensuring the system is built to deliver improved reading outcomes for students.



CONCLUSION

A Coherent Path Forward through Alignment, Action, and Accountability

This Strategic Plan represents a shared commitment to move Omaha Public Schools forward as one system in service of every student. Grounded in community voice, evidence, and a clear Theory of Action, the plan reflects a disciplined approach to improvement, one that prioritizes coherence over fragmentation and impact over activity.

Through **Alignment**, the district has established a shared understanding of the challenge and the focus required to address it. Through **Action**, the plan defines how adult practice and student experience will change, supported by the conditions necessary for success. Through **Accountability**, our district commits to monitoring progress, learning from evidence, and stewarding resources responsibly in pursuit of results.

At the center of this work is a simple but ambitious goal: All students will read on grade level by 2030. Achieving this Moonshot will require sustained focus, collective responsibility, and trust in the systems we are building together.

This work does not belong to one group or one moment. It belongs to all of us; educators, families, community partners, and leaders, working together with alignment, action, and accountability to create the conditions every student needs to read on grade level by 2030.

MOONSHOT: All students will read on grade level by 2030





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