Wilson Focus School
Leadership, Technology & Communication

Omaha Public Schools - By Bret Anderson
The Wilson Focus School started out of a multi-district collaboration and became the first Nebraska Focus School within the Learning Community. It started as the Underwood Hills Focus School and continues now through the vision of the Omaha Public Schools as the Wilson Focus School. We are open to all eleven metro area districts. The school promotes a theme and extra value standards based upon Leadership, Technology & Communication. The school has been an innovative model that has been highly successful in reaching all students. We are in our tenth year of changing the educational landscape.
There are many things that make this school unique and set us apart from a traditional elementary school. The school is similar to a magnet school, but has some extras. Our students attend on a 190 day calendar, which doesn’t sound different, but the way our day is structured we gain the equivalent of 41 days of instructional time. The day starts at 7:20 am with thirteen buses arriving with students ready for the Grab and Go breakfast, which starts at 7:30 am and leads into the start of the day at 8:00 am.

The school is nationally accredited through AdvancEd and in our first go around of visits in 2009 we received highly functioning in all seven areas of school improvement. In 2014-2015, we had our next round of visits in the cycle and were rated extremely high. Our school continues to be a place of innovation and collaboration with staff integrating technology into the fabric of the school. Project-Based learning is built into capstone projects at each grade level as we look for high yield strategies and ways to further engage our students in “real world” learning. We have been an Apple Distinguished Program and was last recognized as an Apple Distinguished School. We are hoping to continue this designation as we move forward in the future.

Our enrollment was gradually built up as we added grade levels over ten years and established the strong program. We now have a total of 240 students with three sections of each, 3rd through 6th grade. Our district has recently moved most 6th graders to the middle school, but we will maintain the 6th grade in our program.

The demographics of our school are: 62.9% free and reduced lunch and our original goal was to mirror what the learning community goal was. We have kept the concept and are intentionally providing a diverse mix of students from around the eleven metro area districts. Our mobility rate is 4.6% compared to the district of 16.8%. Our attendance rate is 96% and we attribute solid positive attendance rates due to our program and enrichment offerings. The district attendance rate is 94.2%. Our Special Education population is 12.1% compared to the district of 18.1%. Our English Language Learner population is growing and is currently 5.2% compared to the district at 23.6%, while our Refugee population is at 1.7% compared to 3%. We strive to maintain a diverse mix with a range of abilities and talents from different socio-economic backgrounds and cultures.

The school offers an enrichment program that enhances our curriculum with a STEAM (science, technology, engineering, arts and math) focus. The school continues to be a model of innovation that is showing success and demonstrates positive trend data in all sub-groups. The student engagement is high and we have built in supports to help our students be successful.
Gallery 1.1 Welcome to Wilson

New banners enhance the parking lot!
Roles of Key Stakeholders

Our school has developed into a professional learning community where all staff collaborate and look for the best ways to move our students forward. Shared leadership is a common theme and the principal empowers staff to make a difference. As a school we have pushed to stay moving beyond the district with technology. The atmosphere is highly collaborative and all staff are allowed to try new things without it counting against them. The data (results) and engagement are our guide. Many staff are in leadership roles, especially within technology. We use Gallup’s Strength Finder with adult staff to identify our strengths and talents and get staff working in a productive strength zone. Many of the staff have advanced degrees and we have had many Buffett Award winners. Staff members are encouraged to present at staff meetings and share “Best Practice” and strategies that are working at team/staff meetings. All staff have been selected for their ability to be innovative and creative while looking for better solutions.

Goals

The mission and vision that has been written by staff is the driver of our school and our unique program. The principal sets the tone and promotes a positive climate of success. The school uses instructional coaching, where the principal and assistant principal coach strategies within classrooms, while providing digital
feedback. The visits and data can be pulled up on a dashboard assisting further in the collaboration and needs assessment. The school was started from scratch with the idea of becoming a model of innovation and creativity. The school started as a multi-district collaborative with three districts. As the legislation was changed (by our supportive families) to allow focus schools to be collaborative ventures, the other two districts pulled out. The vision now continues through the Omaha Public Schools who with the principal has stuck to the concept and shown continued success.

The school continues to evolve and continues to push our goals and theme of leadership, technology and communication. The school is always reviewing data, progress and adjusting to student interests while incorporating technology into “real world” learning. We are a STEAM school and enrichment classes and concepts are developed around this base. Coaching, collaboration, and mentoring are a large part of this school. Seven staff members have moved into leadership positions, three as principals, one as an assistant principal, one to central office as a school improvement/curriculum coordinator and one left to assist teaching at the new virtual school for our district. Two staff members have completed a Master in Math program and three are currently seeking administrative positions. Our school has become a positive training ground with a record of success.

Student Stakeholders

One of the main areas of our theme is leadership and developing student leaders is a priority. Our students get many opportunities to learn leadership skills. They can participate in our Focus Council (Student Council) and can become a Focus Ambassador (these students give any visitors and prospective families a tour). The students are responsible for checking out and returning their own books through a scanning system. The students assist the lunch serving line and cleaning. The students can be a part of the Flag Corp, which raises and lowers the flag daily, as well as presents the flag at assemblies in full dress. All students participate in the live morning news, run camera with a MacBook Pro and Wire Cast. They design Garage Band music beds, Keynotes and special activities to promote our positive character. We also do service learning projects. We have former students of our program in the Focus pathway at Burke High School assist in working on our landscaping. While Bryan High has an Agriculture program that comes over and works with our students in planting our raised classroom garden beds. South High visits to tutor 3rd graders and assist as counselor helpers with our 5th grade Kindness Retreat through Youth Frontiers. There is a Civil Air Patrol and some are part of the Flag Corp. We just had students form a Bully Squad (on their own) to reinforce our anti bully stance and they did reminders that connected to our “No Place For Hate”. Our goal is to give them opportunities.
Community Stakeholders

Our school is involved with our community and we have many connections with the businesses around us. Our parade at Halloween goes around to the businesses and they are very supportive. We work with Arrow Lines, who provide a discounted coach bus for a history trip to our state capitol, Coca-Cola provides treats before the winter break. One of our most active partners is our own Parent Pride, which is our Parent Group, they represent families from all over the city and multiple districts. They are very supportive and plan many activities with us and donate throughout the year. We partner with many agencies outside of the school in order to build a strong community. Another is the First National Bank, which works with our students to interview for tellers to select for our in school bank (real accounts for all students where they can deposit and it goes back to the bank), they also learn financial literacy. You can check out our whole list of partners on our website wilsonfocus.ops.org under organizations: Wilson Partners. Many of our partners work with us on enrichment classes and activities.

The principal is involved with many boards and groups including: The Empowerment Network Board, Cradle to Career Advisory (our school is a model on this group that looks at ways to improve North Omaha schools), African American Achievement Collaboration, OSAA (Omaha Administrators Association) Board, and the Omaha STEM Ecosystem Group (creating a network for STEM for all districts). He also continues to be on the District Coaching Team (assisting in ongoing training of over 400 administrators in effective coaching, since 2012). He continues to mentor other administrators and promotes and does presentations on the success of Wilson Focus School.
Sustainability

The school and district are committed to continuing the Wilson Focus School as an innovative model of excellence. The principal has set up a funding formula that can be replicated and adjusted with a small part coming from a consistent Sherwood Grant that is written in two year intervals. There has been a contract variance built into the teacher union contract that covers Wilson and other schools that are now replicating the success. This has made the Wilson Focus School one of the places to work within the Omaha Public Schools. A succession plan is also being developed in order to ensure the process that has helped the school become an Apple Distinguished Award School continues. The Human Resource pieces have been solidified and the current and unique make-up of staff is now built into our staffing and allocations. The current principal is setting up a future succession plan for leadership and staffing to sustain the model and set up the school to continue to be an innovative school of technology and learning. The successes the school has been having are assisting in creating the sustainability. The school was recently recognized at a district board meeting in September for being a Common Sense Media School and a Certified Digital Citizenship School for 2016-2017. We were also just recognized by a local radio station 98.5 in their 98 Days of Love Campaign. for making a difference in the community. The principal was able to talk about being an Apple Distinguished School and what sets us apart.
Student Focused Learning

The Wilson Focus School is all about keeping our learning fresh, innovative, creative and thinking outside of what is considered a normal classroom. The teachers have designed their rooms to be student friendly with couches, bean bags, exercise balls and other choice seating. There are no rows of desks, and all students are setup to facilitate group and team work. One room uses almost all exercise balls, one room uses a cafe style of setup, and the students often transition to different places. We are a 1:1 with all students using Macbook Pros or AirBooks. All of the rooms have LCD projectors and Smart Boards with a Mac Mini hooked up, which allows the teacher to freely use her laptop and keeps it from being tied up. They also have Apple wireless keyboards and track pads to allow movement throughout the room. The LCD’s stream our morning news from the studio to the classrooms. Printers are networked at each grade level and are setup to assist grade level/team planning. The morning news is run by students and all rotate through the news getting a chance to be anchors and run different aspects of the cast. The large painted green screen wall enables the students to create a variety of effects. Programs are used as needed. This year we are moving to an updated version of Wirecast Pro and incorporating two cameras through a new MacBook Pro with the two lighting bolt inputs. The broadcasts are live daily and can be turned into podcasts and posted to the website.
Our students are encouraged to learn at whatever level they are at. We have been using an LMS (Learning Management System) for the last year and this year we will continue to increase our effectiveness of this tool. We are currently using Schoology for this purpose. The technology is built in and integrated into our learning. The students take Strength Quest (formerly Strengths Explorer) from Gallup to identify their top three strengths. These are then incorporated into activities and are used within capstone projects (project-based learning). By viewing their strengths we can better identify areas of interest and direct their learning for a more individualized approach. The students are encouraged to use whatever program is needed to complete their project.

Instructional Design

The school runs on a year round calendar that starts in July and ends in June. This year we started on July 21 with teachers having inservice and work days until July 26th and school started with students July 27th. The last day of school for students is June 22nd and the staff will have inservice/work days from June 25th to June 28th. The rest of the year has some mini breaks and included staff time. It ends up being 190 student days, but we gain more time by starting the traditional elementary day earlier. We get an extra hour by starting our days with buses arriving at 7:30 am and starting school at 8:00 am. On Mondays and Fridays we get out at 3:30, which allows @ two Mondays a month to be used for staff training and Tuesday, Wednesday and Thursday we have enrichment classes. On enrichment class day runs like this: the students get a snack at 3:15 pm and a short recess until 3:40, then they attend enrichment classes that they electronically sign up for following our class session list. Each enrichment session runs about 8-10 weeks on our calendar. Each Tuesday, Wednesday and Thursday the student will have a different class. This builds in 41 days over the regular district schedule. We end up having 1,505.25 hours and are over the state required 1,032 .hours. This shows in our student progress. Getting the most out of our time is a priority.

Enrichment classes are high interest and one of the goals is to help students make connections to school as they learn new skills. We are a STEAM (science, technology, engineering, arts and math) school, so we create many enrichment courses around this theme. The teachers have the option to teach courses, which makes them strong and we bring in professionals for classes families would otherwise pay for outside the school. Extra pay is utilized as an incentive for staff (beyond their regular duty hours) and they get the option to be creative with courses or teach something that is a hobby or strength area. We also use this time to quietly steer some students through math, reading and science support. A current example of classes offered during enrichment are: Coding, Mine Craft, Chess Club, Tech Monsters, Raspberry Pi, Garden Club, MagicMan Math, Magic School Bus Reading, ROAR (Read Often and Relax), Vex Robotics, Dance, Cheerleading, Soccer, Playground Pals, Tae Kwon Do, Yoga and
walking club, Photography and Sketch Up. Others are added and courses change with sessions.

Our staff continually uses technology and looks for better ways to use it in providing instruction and increase our project-based learning. High engagement is a priority, as well as our student friendly learning targets. The teachers use a teaching framework that uses the gradual release of: modeled, shared, guided and independent learning. Our instructional strategies consist of checks for understanding with descriptive feedback and readjusting the lesson as needed for learning. The students are involved in “hands on” learning and experiences that allow them to problem-solve.

The environment is highly collaborative with weekly professional learning team meetings with larger staff meetings to allow sharing and looking at practices that are working. Positive Behavior Intervention Supports are woven into the fabric of the school with a focus on relationships. The principal does weekly “Look Fors” (identifying and writing about the positives taking place in the building as well as encouraging the positives). Also the principal and assistant principal do weekly coaching visits trying for at least ten a week to move instruction.

The staff continues to use: Garage Band, iPhoto, iMovie, Keynote, Pages, Power Point, Excel, Word, Office 365, Sway, Class Flow, Go Noodle, BrainPop Anamationish, Bloxels, Code.org, Pebble Go, World and I, Prodigy, IXL, Study Island, and Schoology as our LMS. We also have Lion Links that are approved learning sites on our website. We continue to use programs and websites to enhance our instructional practices. Our school has been a Blended Ed pilot with the state and we have had classroom observations and visits to view our use of technology.

We have designed a flexible schedule that allows our library media specialist the ability to team with classrooms and integrate lessons into project-based learning. All students create presentations using the resources needed to complete them. They concentrate on public speaking and work towards the teacher designed rubric around Leadership, Technology and Communication. The students take ownership in their learning and are able to share this through our capstone projects. Heart Math and the Emwave are used as a tool to teach proper breathing to help students learn to control, anger, test anxiety and their stress (bio feedback). This is done through the program with finger or ear sensors attached to the Macbook.

**Student Learning Through Curriculum Design**

The curriculum is varied and is changing based upon our needs. The staff has assisted in selecting the actual curriculum we use, as well as created various rubrics around the theme. We use standards based grading and the teachers gather evidence while using various methods of checking for understanding and meeting the district and state standards. We are looking for
evidence of successful learning. There are capstone projects at each grade level. The students work all year on different programs and skills that will be compiled into their grade level capstone projects. The 3rd grade creates brochures or Keynote presentations comparing their strengths with a leader that they have chosen from history, the 4th grade does book talks where they create presentations around what they have read, the 5th grade does a wax museum where they become the leader they are studying and create a Keynote with imovie that has themselves asking the character they are portraying questions comparing strengths, the sixth graders complete a capstone science project around a hypothesis.

As a building, besides Schoology we are also using LibGuides and students can log into the system. The principal sends out positive messages and reminders through this venue. The students can open assignments, send emails and post comments. We are a model for the district and continue to try different resources.

The Lion Pledge starts the day off with students saying “I pledge to do my best every day in every way. To be respectful, responsible and safe. To make our school No Place For Hate, showing true Lion Pride- ROAR!” The school uses Jon Gordon’s Energy Bus and we work hard at creating a positive place with a common language around positivity.
3rd Grade Space Camp with students rotating through learning stations.
Our professional development is connected to our building mission and vision. We have goals for Reading, Math, Science, Behavior, Leadership, Technology, Communication and Community Involvement. We have a School Improvement Plan and we are AdvancED (nationally) Accredited. We have chosen to be involved in AdvancED to push our engagement, leadership, professional development and use of resources. Our library media specialist does tech updates at staff and team meetings. Our teachers are going through the Apple Teacher training online through Apple and so far eleven of our twelve classroom teachers have completed all of the training/badge to be an Apple Teacher. Now our Library/Media specialist has devised a system where we are having the staff build areas within Lib Guides that are for professional development and staff will be able to earn badges from completing an area. This will be a good supplement to our actual on the ground work. We are also building an area for teachers to use with students, so students can have constructive learning activities when they are done with other assignments. The areas are: science, technology, engineering, arts, math, leadership, communication and wellness. This will be an ongoing process to build and improve this resource base for students.

The principal and assistant principal also complete weekly coaching visits and can send immediate feedback within a template. The building focus of checks for
understanding, descriptive feedback and the adjustment to learning is promoted, as well as effective strategies from our action plan guide. This can all be shared on a dashboard that shows everything from frequency of visits, to strategies we are seeing, to areas of our gradual release teaching framework. This and our behavior dashboard end up guiding discussions and strategic planning work. Our data drives our work and assists our collaboration within our professional learning community. The teachers create rubrics and identify what is working and we adjust as needed. This sometimes involves hard conversations.

Self-reflection is a large part of making this work within our school to improve our teaching and learning. The students are learning to take ownership, from their student friendly learning targets to meeting the goals within the teacher created rubrics. Teachers have the ability to experiment and adapt the curriculum. We use district resources, but much of our curriculum is different and has been chosen by our staff. We use EnVision math, which uses many technology pieces, Discussions for Learning for vocabulary, which uses artwork and teaches the process of six step vocabulary, History Alive, which is online and is full of resources and all kinds of other online resources. Most of our training is done through our staff and occasionally we get some district training that matches up with our curriculum.

The teachers have excelled in moving beyond regular resources and thinking forward. They have fun at meetings, work hard and really focus on what is best for students, from our capstone projects to identifying experiences that will help them learn and push their creativity. There is great pride in the unique qualities of our school. Our teachers and staff look for opportunities to continue to develop their skills. Two are Microsoft Innovative Educators, one is going through training this year, which will be a good link to our Apple Teacher training.

Our year always starts with a review of our mission and vision and the principal presents engaging in-services on setting our goals for the year, strategies and progress while reviewing our data. The second day is on positive behavior intervention and supports and works on building strong relationships with students. We focus on getting our students to make connections to school and what we can do to increase engagement and interest. One of our goals is getting students ready for careers and to get them thinking of things they can do. The rest of the year we plan professional development around what skills we need to improve as a staff and what is needed for our students. It is an ongoing needs assessment.
Environment & Learning Spaces

The environment has been designed to facilitate and enhance the learning that takes place. The facility has been renovated and updated and we are in our seventh year at this building (ten years as a Focus School). This year we added a new office configuration to upgrade the front. The large “L” was modified and moved from the library and the library was opened up to allow more flexible use of the space. Our school works hard on developing school pride and promoting a positive environment. The atmosphere is warm and inviting. Ms. Carole is the first person you meet entering our building and she welcomes everyone and is excited about the things happening here. The saying in the front office on the wall states what we are about (on next page). The mascot is a lion and statues and pictures can be seen throughout the building, as well as mission and vision statements framed with the staff created beliefs. Character reminders and banners and displays of success can be found all over. Learning goals and learning targets are posted showing the importance of academics/learning to the school.

All classrooms have Smart Boards, Mac Minis, Apple wireless keyboards, Apple wireless pads, document projectors and LCD’s to facilitate quick and easy use of online resources. Each teacher has a laptop that can be utilized while the mini is in use. Each teacher also has a charging cart that hold all of their student laptops (Mac Book Pros and Air Books). The classrooms are warm and setup to offer
choices for students. One 6th grade is setup in a cafe style with all kinds of different student work spaces. Many classrooms have lamps, couches, soft chairs, exercise balls, bean bags and rooms are setup with group “team tables” rectangular or round. We do not have the traditional rows of desks. Many spaces like our board room has been designed with students in mind, so a whole classroom can fit around the table, but the tables can be moved for working on projects or presenting capstones. On any given day you will see our students working in many different ways. There is no computer lab that defines technology learning to a certain time of the day. We have four large benches outside that can be used by classrooms for different learning activities and two large picnic tables have been added to the side of the playground that will accommodate two full classes. The playground itself was upgraded with rubber surface around the equipment and we have a field for soccer and other games. There are also thirteen large eight by ten foot raised garden beds that each classroom plants and takes care of as part of our green initiative learning and becomes an outdoor classroom. Our high school partners assist our students in caring for the garden and landscaping. There is a compost station and the flexibility to turn one large box into a green house. We have added more plantings to our grounds and it is important to the “feel” of the building to keep them attractive. New banners were just added to the four poles in the parking lot with our lion logo that say welcome in large letters. The exterior painting has been designed to promote our high tech stance and better display the building (originally it was only white) we added the taupe, navy stripe and brown.

The schedule is flexible and has been designed for us to get the most out of our day. From the earlier start coupled with the grab and go breakfast in the classrooms, we are getting extra instructional time in. Specials are scheduled to allow team meetings and collaboration and there is flexible time built into library/media to allow integration of lessons and team teaching.
Infrastructure Design

The building infrastructure has been upgraded a few times and we just added more wireless access points to increase the effectiveness and speed of our system. This has even increased over our old Cisco system that was 1 Gig and high speed. In 2014 we upgraded 175 of our computers with Mac Book pros, after we had used the white Macbooks for almost five years (good life span!). Since we have added about 60 Air Books and we added 5 at the end of last year and will add 5 more this year. The gym has a wireless sound system that is used for assemblies, plays, presentations etc... It was upgraded from the typical school system that does not work well. We also added small Bose speakers to the setup in the board room, library and a media cart that can be used in the gym with PE or other activities. The board room has been equipped with a student set of light up microscopes, Raspberry Pi’s, old keyboards and monitors, which are used for enrichment classes. The studio is run by students and we upgraded it this year so we can now run two cameras. The whole room has been turned into a green screen with painted walls. A new Macbook Pro runs the Wirecast program for streaming to classrooms each morning. We have a building tech that is here two days a week and he helps us to re-image and keeps updates running and assists in keeping our tech functioning. We are always looking for ways to make our system better and more effective. Our teachers are all Tweeting now and posting what is happening in our classrooms.
All students are a part of the morning news and events! The studio has been redesigned this year!
**Results - Quantitative Data and Research**

We have ongoing positive trend data that is direct evidence our students are making academic gains from our integration of technology and project-based learning. Even with our free and reduced population moving up to 63% we are showing gains within the difficult to move subgroups of: Free and Reduced, SPED, Hispanic, ELL and Black. This is exactly what others are trying to do. Our NeSA Reading has moved from 71% meets/exceeds (2011-2012) to 80% meets and exceeds (2015-2016). Our Math has gone from 65% meets/exceeds (2011-2012) to 76% meets/exceeds (2015-2016). Our science has moved from 50% meets/exceeds (2011-2012) to 79% meets/exceeds (2015-2016). Writing started high at 86% (2011-2012) and then had a drop and rose back up to 77% meets/exceeds (2015-2016) this was slightly due to a change in the writing review process. Currently we are waiting for our final data for 2016-2017, since the state still has the scores embargoed and has not set the reading cut score. Writing is no longer in the state required assessments but a writing component has been added to the NeSA Reading. They are calling this new component TDA for Text Dependent Analysis. Even without our final scores we did receive a School Excellence Award and Silver Recognition for Excellence in Improvement for 2016-2017 at the district kick-off.
We have been using a predictive test called Acuity, which was given two times a year with Acuity A and C. This provided us with information to reteach concepts and better adjust learning. Now in 2017 we are moving to what is called the MAP test and it adjusts to how much the students know in an area. We will be taking the MAP three times a year on our Air Books and MacBook Pros. These formative tests will provide us with solid growth data for each student in the areas of math, reading, science and will help us to modify our teaching better. The state is still in the process of identifying the new test we will use as the formal state assessment. They are still using the AQuESTT which classifies schools throughout the state and rates evidence in the areas of: positive partnerships, relationships and student success, transitions, educational opportunities, college and career ready, assessment, and educator effectiveness. Our school received an excellent rating because of our academic scores and received 89 out of 90 for evidence-based supports for students. We are AdvancEd nationally accredited and that was a choice we made so we could be under more rigorous standards and compete with any school or district. In 2010-2011 we scored highly functional in all areas: vision and purpose, governance and leadership, teaching and learning documenting and using results, resources and support systems, stakeholder communication & relationships and commitment to continuous improvement.
Assessment Results - Preliminary
NeSA-Reading, Mathematics, Science and Writing

NeSA statewide testing in the area of reading in grades 3-6 and 11 was administered for the first time in Spring 2010. Mathematics at these same grade levels was assessed statewide the following year. In 2012 science was added. The area of Writing has been assessed at grades 4, 6 and 11 for a number of years, but the scoring process was changed in 2011-12 for grades 8 and 11 and changed in 2012-13 for grade 4.

Wilson Elementary School
Grades 3-6

NeSA Results 2009-10 to 2015-16
Reading, Math, Science and Writing
Percent Meeting/Exceeding Standards

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Minority</th>
<th>Non-Minority (White)</th>
<th>Block</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>65</td>
<td>50</td>
<td>62</td>
<td>55</td>
<td>64</td>
</tr>
<tr>
<td>2012-13</td>
<td>70</td>
<td>55</td>
<td>65</td>
<td>55</td>
<td>69</td>
</tr>
<tr>
<td>2013-14</td>
<td>75</td>
<td>60</td>
<td>60</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>2014-15</td>
<td>80</td>
<td>65</td>
<td>70</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>2015-16</td>
<td>85</td>
<td>70</td>
<td>80</td>
<td>70</td>
<td>80</td>
</tr>
</tbody>
</table>

\[
\text{Wilson Elementary School}
\text{Grades 3-6}
\]

\[
\text{NeSA-Reading Trend Data}
\text{Percent Meeting/Exceeding Standards}
\]

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>F/R Lunch</th>
<th>Non F/R</th>
<th>SE</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>70</td>
<td>55</td>
<td>65</td>
<td>55</td>
<td>64</td>
</tr>
<tr>
<td>2012-13</td>
<td>75</td>
<td>60</td>
<td>70</td>
<td>60</td>
<td>69</td>
</tr>
<tr>
<td>2013-14</td>
<td>80</td>
<td>65</td>
<td>80</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>2014-15</td>
<td>85</td>
<td>70</td>
<td>90</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>2015-16</td>
<td>90</td>
<td>80</td>
<td>97</td>
<td>90</td>
<td>95</td>
</tr>
</tbody>
</table>
In February of 2015 we had our AdvancEd visit and we had an excellent review. We scored above worldwide schools that are AdvancEd accredited. In a scoring rubric where 400 is the best, our overall was 341.27 while the average was 274.14. Our leadership capacity was 369.70 while the average was 296.08. Our resource utilization was 328.57 while the average was 286.32. The areas that we were to adjust were: building our leadership, technology and communication rubric more to represent student outcomes/goals and tracking the success rate of students within this rubric. This was tweaked during the 2016-2017 school year and we have updated the rubrics and we are getting close to 100% completion/success rate of capstone projects that correlate with our theme.

We also do an annual climate survey and we had some positive growth there as well. School Climate in general went up from 3.30 (2015-2016) to 3.68 (2016-2017) with students. School Safety for students went from 3.79 (2015-2016) to 3.98 (2016-2017). Equity and Respect for Diversity with students went from 3.73 (2015-2016) to 3.90 (2016-2017) and the category of discipline for students went from 3.68 (2015-2016) to 3.72 (2016-2017). This is relevant since the student groups are hard to move and comes from the perception of the students. The staff and parent scores are always higher. The scale goes to 5 being the highest meaning strong agreement. In 2016-2017 parents rated us a 4.65 for climate, school safety 4.61, equity/respect for diversity 4.78, nd discipline 4.54. In 2016-2017 the staff rated climate as 4.29, school safety as 4.37, equity/respect for diversity 4.62 and discipline 3.94. Our climate survey data shows success within our positive intervention behavior supports.

We have also been successful in continuing to move forward with innovation and creativity within technology. Our school has received an award as an Apple Distinguished Program twice, 2012-2013, 2013-2015 and became an Apple Distinguished School for 2015-2017. We are wanting to continue to be model school for our district and nationally.

As I was completing this two of our teachers were just awarded an Invest in Success Grant for alternative seating and another received an Invest in Success Grant for science where students will work in small groups to research dogfish sharks within the fifth grade. This will benefit all three fifth grade classrooms.
Results - Qualitative

The district views the Wilson Focus School as a model and it has guided some of the characteristics being built into other Omaha Public School Initiatives. Our success has been a jump off point for school improvement. Two buildings have looked at us and crafted a longer schedule, extended time, enrichment and use of technology. The principal is on the Empowerment Network Advisory-Cradle to Career, a group looking at ways to improve high poverty schools in the north area. They are planning to turn eight schools into what they are calling Village Focus Schools. That will employ many of the concepts that have made us successful.

One Nation Indivisible, a group from Harvard visited us in 2013 and created a story called *Upstream People, Can Nebraska Show a Separate, Unequal Nation a Better Way.* It was written by Susan Eaton with photographs by Gina Chirichigno. The Focus School was highlighted as one of the possibilities of showing the way for creating diverse innovative schools that work with all students.

In 2016 Nebraska Loves Public Schools created a documentary about *Choosing Wilson: Challenging Norms to Achieve Student Success.* The organization is funded through the Sherwood Foundation and they promote films about effective public schools in Nebraska. This film can be seen at the start of this book and at nelovesps.org.

We have four to six VEX Robotics teams and they continue to do well and one team made it to nationals in 2017. We also hosted a VEX Robotics Tournament at our school in 2017 and it filled up with the maximum number of teams. It was an excellent event and we heard many positive comments about how it was run. The following comments are taken directly from the 2016-2017 survey to parents: “Mr Anderson has always been enthusiastic about the accomplishments of the school and the students within it every time I see him. This is my son’s first year at Wilson Focus, but my husband and I are very impressed with the environment and curriculum of the school. I see growth in my son and his abilities in areas to which we normally would not be exposed (ex. Spanish, Computer Literacy, Technology). He comes home excited about sharing ideas with me that he learned that day. Mr. Anderson is leader of the school and I have to give credit to his leadership of the teachers and staff to account for this enthusiasm.” and another comment was: “The focus program is the best education in OPS a child can get. My child started the program and continued to the first graduating class from focus and was awarded the Susie Buffett scholarship and several others. The program develops children to be greater than they could ever imagine. I believe if the focus program were in place throughout OPS the need for magnet schools wouldn’t be there. The teacher that I know in place and retired is terrified of the program. Could it be they need to put effort and imagination forth instead of the same old thoughts.”
Our Parents Pride is our Parent Teacher Organization and they are highly supportive and they were the ones that helped to change the legislation and keep us open originally. They changed focus school legislation to make the schools more collaborative. The parent organization loves the school, the results we are getting and the progress their children are making. They are very active and continually plan events and collaborate to bring the community in. Many volunteer and one is a computer programmer that developed the program our students use to select enrichment classes. He has also taught a technology enrichment course. Another teaches a photography enrichment. The key is they are involved in our school.
Gallery 1.4 Student Success

Attendance Awards for all of the students that didn’t miss a single day of school.
The administration and all faculty possess the ability and are willing to articulate/demonstrate how they use Apple products in alignment with the five best practices as it applies to our focus technology.

School Liaisons

Bret Anderson
Principal
Email: bret.anderson@ops.org

The school liaison and the following staff are willing to address these areas.
Our Innovation Team - Cross Section Of Our Staff Team

I. Vision
Mr. Bret Anderson
Principal
bret.anderson@ops.org

II. Learning
Ms. Barb Jizba
Library Media Specialist
barb.jizba@ops.org

III. Teaching
Mrs. Chris Moats
Assistant Principal
christine.moats@ops.org

V. Environment
Mrs. Danielle Nyffeler, 6th grade
daniellenyffeler@ops.org
Ms. Shar Fischer, 4th grade
shari.fischer@ops.org
Ms. Therese McGee, 3rd grade
theresa.mcgee@ops.org

VI. Results
Mr. Jay Beyer-Krajicek, 3rd grade
jay.beyer-krajicek@ops.org
Ms. Lori Elder, 4th grade
lori.elder@ops.org
Miss Sarah Muller, 5th grade
sarah.muller@ops.org

Information About Our School Can Be found at:
Web: wilsonfocus.ops.org
Twitter: @OPS_WilsonFocus
Principal: @Bret_A_Anderson
Assistant Principal: @OPS_ChrisMoats

Checkout Nebraska Loves Public Schools Website, nelovesps.org for our documentary called “Choosing Wilson - Challenging Norms to Achieve Student Success”

*Our teachers are all Tweeting now and posting what is happening in our classrooms.
Wilson Focus School

Leadership, Technology & Communication

© Copyright 2017

Compiled by Bret A. Anderson with special thanks to the Wilson Focus Staff and Families and to Nebraska Loves Public Schools!!