

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District and School Numbers in the table below.

*To complete text areas click in grey box and type*

District Name:	Omaha Public Schools
County Dist. No.:	28-0001
School Name:	Omaha North High School
County District School Number:	332
School Grade span:	9-12
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify)_Transition Program: Middle School to High School and High School to College/Career__
School Principal Name:	Collette L. Nero Ph.D.
School Principal Email Address:	collette.nero@ops.org
School Mailing Address:	4410 North 36th Street Omaha, NE 68111
School Phone Number:	531-299-2700
Additional Authorized Contact Person (Optional):	Kate Peterson
Email of Additional Contact Person:	kate.peterson@ops.org
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Michaela Marx Dr. Collette Nero Michelle Porter April Martin LaDeidre Jackson Larry Martin John Henkel Tanya Westbrook Lynne Smith Kate Peterson Eric Johnson Tara Oxley Andrew Renfro Andrew Walters Skylar Johnson Racheal Anastasia Marie Bradley Michael Rieger Hydar Kaily Herting	<u>Parent Administrator</u> Curriculum Specialist Curriculum Specialist Curriculum Specialist Curriculum Specialist Curriculum Specialist Department Head Data Principal Title 1 Facilitator Administrator Administrator Administrator Administrator Administrator Parent Parent Student Student

**School Information**  
*(As of the last Friday in September)*

Enrollment: 1,844	Average Class Size: 25	Number of Certified Instruction Staff: 99
<b>Race and Ethnicity Percentages</b>		
White: 27.5 %	Hispanic: 14.9 %	Asian: 2.5 %
Black/African American: 47.8 %	American Indian/Alaskan Native: 0.9 %	
Native Hawaiian or Other Pacific Islander: 0.1 %		Two or More Races: 6.3 %
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 75.3 %	English Learner: 4 %	Mobility: 8.4 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>MAP</b>	
<b>ACT</b>	
<b>ELPA21</b>	
<b>NSCAS</b>	

*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Place documentation in corresponding folder on flash drive to support the narrative.*

## 1. Comprehensive Needs Assessment

<b>1.1</b>	<i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i>
<p>Omaha North Magnet School uses a comprehensive and systemic approach to analyze district and school data to identify the needs of our students and create solutions and supports to meet those needs. Stakeholders at every level are involved in the process to improve school achievement. Department meetings are held monthly to discuss needs, identify strategies, and plan for the implementation of interventions towards improved school achievement. Students are taught to self-assess and evaluate through a variety of lessons using Naviance during their Viking Times (homeroom.) The school communicates with parents to provide information and resources in a variety of ways throughout the school year. Counselors, deans, administrators and the Student Support Liason meet regularly to track behavior and attendance that might be barriers to student success and achievement.</p> <p>Enrollment Data: After several years of varied instructional presentation due to restrictions related to Covid-19, the students and teachers at Omaha North are now instructing and learning fully in-person each day. Each student at Omaha North Magnet School has been equipped with a 1:1 device for classroom and home use. Students use these iPads to access instruction during district designated "At-home Learning Days."</p> <p>MAP, NSCAS Data: Omaha North Magnet School utilizes MAP and NSCAS data to inform instruction, create proactive interventions, and ensure the correct placement of students into classes.</p> <p>ELPA Data: ELPA data is used to determine the initial eligibilty, ensure correct placement, support students, inform instruction, and determine mastery of skills that inform when students should exit the ELL program.</p>	

#### Grade Data:

Teachers closely monitor students with failing grades to inform pacing, adjust instruction, and communicate with parents. Grade data is also used to identify student needs and inform decisions about individual student interventions.

#### Grade Data Parent Involvement:

Grade books are updated weekly to provide parents utilizing the Parent Portal the information to keep track of students' grades and progress. A report is generated quarterly by each teacher which creates a list of students who are failing their particular class. An email is then sent home to parents informing them of the failing grade and how to contact the teacher for assistance. A record of this contact is kept in the Parent - Contact log on Infinite Campus. The teachers of senior students make phone calls at semester to the parent of each failing student to inform them of their child's status and to create a plan for success.

#### Grade Data: Professional Learning Communities (PLC)

PLC's meet monthly to collaborate and review grade data. Data is also analyzed at these meetings to inform decisions about designing curriculum, to share common lessons, and to create common formative assessments. Our PLC groups also focus on creating ACT Prep lessons that support the vertical alignment of grammar and mechanics.

#### Grade Data, Credit Data, Attendance Data, FAFSA, Senior Tracking Support

Omaha North's Student Support Liason and the Attendance team use attendance data to support families and connect them to resources in the community. The counselors use credit and data tracking sheets to track senior credits and identify students who may need credit recovery. This information is shared with parents through letters mailed home. Counselors also use the FAFSA Completion Data from the State of Nebraska to identify and contact students who have not completed the FAFSA and encourage completion. Naviance is utilized to track College Data and Scholarship data for seniors. This tracks and identifies seniors who have not yet applied to colleges, who may need assistance in sending transcripts and other requirements, and who may need help seeking out and filling out scholarship information and requirements. All students meet 1:1 with their counselor each year to go over earned credits, register for classes, and sign up for summer school, if needed.

#### Attendance Data - Parent Involvement

Attendance data is used by counselors and administrators to contact guardians at regular intervals when a student has accumulated 5, 10, 15, and 20+ days of absences. The School Support Liason works with families when students are exhibiting patterns of absences beyond 10 days.

#### Climate Survey Data

The school regularly and consistently reviews programs, plans, and data for improvement. The feedback gained from the School Climate Surveys assists North in identifying areas of need and areas of success or growth. This data helps inform the direction of the school SIP plan.

#### ELL Data:

Curriculum specialists track and maintain data for EL Learners using grade data and the ELPA assessments. This data guides decisions made about students who are eligible for summer school and after-school tutoring. It also provides data to help make decisions about EL service qualifiers, students who should remain in ELL classes and those who will exit. Parents are engaged and informed throughout the process with letters mailed home in their native languages, invitations to school events, and invitations to the I CAN conference to connect families to resources.

Coaching Data: Curriculum specialists, administrators, and department heads routinely visit classrooms to provide coaching feedback and have regular conversations with teachers to support teacher growth and instructional capacity.

Freshman Academy supports-cohort of students with common teachers. Teacher common plan to develop academic and behavior intervention plans for their common students, Freshman Seminar class, special education staff devoted specifically to freshmen, and next year we hope to have a structured academic intervention plan for students just below grade level in math, reading, and science according to MAP scores.

Supporting Documents:

- Freshman Academy "Choose Your Academy" parent information
- Freshman Academy Team
- Climate Survey
- Attendance Data
- Bi-Lingual Liaison Contact List
- Coaching Data
- Counselor Credit Check Form
- "F" Data email
- ELPA21 Parent Letter
- ELL Enrollment
- Leadership Agenda
- iPad distribution email plan
- Omaha North Data Book

**1.2**

*Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

Parents and community members are actively involved to identify the needs of Omaha North. The PTSO, Parent Advisory Boards, Academy Advisory Boards, and Freshman Academy Advisory Board all have parent and community member representation. This serves to provide transparency with information updates, share school data, and answer questions or address concerns. Additionally, these meetings create space for collaboration and connect parents and community members to each other, as well as to the school. All of these meetings focus on looking for ways to provide opportunities for our students and ways the community can support student opportunities.

Omaha North regularly seeks ways to improve and increase engagement from our parents. Parents can gain information and provide feedback to our school at College Night, College Fair, Academy Night, Back to School Orientation, Current Student Open House and Prosepctive Student Open House.

Supporting Documents:

- Freshman Academy Committee
- Parent Orientation Invite
- Parent-Teacher Conference Data
- Climate Survey

**1.3**

*Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.*

The Strategic Plan of Action MISSION for the Omaha Public Schools is to prepare every student, every day, for success. Omaha North supports and celebrates the shared values of equity, results, leadership, accountability, and joy for all staff and students. Teachers, students, parents, and building leadership at Omaha North have worked carefully and diligently to create a plan of action to assist our students in academic growth, social and

emotional maturity, and to equip students with skills for their post-high school paths. We have a plan designed to support this mission.

#### Schoolwide Plan (SIP)

The schoolwide plan is divided into three components which are each designed to support our mission. The academic component serves to ensure daily implementation of shared and guided instruction. The attendance goal aims to increase student attendance rates by 2% in non-chronically absent students. The wellness component seeks to promote wellness and care for oneself and others. Additionally, the MTSS-B goal outlines that teachers will use specific positive feedback with students in a 4:1 ratio regarding academics and behavior. Students receive Viking Bucks for exhibiting actions and behaviors in line with Respect, Responsibility, and Preparedness.

#### Professional Learning Communities (PLC)

To assist in the support of our Schoolwide Plan, each academic department has formed Professional Learning Communities. These PLC's meet monthly to collaborate, create common formative assessments and set goals to target student achievement that are specific to each content area. PLC's also work on creating ACT Prep that ensures the vertical alignment on grammar and mechanics. PLC Meetings create agendas that are responsive to the needs of the building and district.

#### Parental Involvement

Teachers of seniors with failing grades make phone calls home to parents of every student who has an "F" to inform and to create a plan for improvement. Teachers of all other grades make phone calls home to parents of students who have an "F" in their class, and/or send emails to the parent through Infinite Campus. This assists with collaboration towards academic engagement and improvement. At Academy meetings and Academic Advisory meetings, parents can learn about opportunities and resources available to their student.

#### Professional Development

Omaha North participates in staff professional development designed and presented by the district via virtual instruction mode. In house, curriculum specialists and department heads provide professional development for their teams at department meetings. Curriculum specialists and department heads facilitate coaching visits with teachers and provide professional development in areas that present as a collective need for support. These opportunities are designed to increase teacher knowledge, professional capacity, and increase student achievement. Additionally, department meetings focus on district, school, and department needs and provide time for professional collaboration.

#### Attendance Team

Omaha North's attendance goal is supported through a variety of efforts and stakeholders. The building has an attendance team that meets weekly to review attendance data via Tableau, identify student interventions, review effectiveness and data of current strategies in use, and designate additional needed supports. The team contacts parents when a student has missed 5, 10, 15, and 20+ days. Our Student Support Liaison works closely with families to develop a Collaborative Attendance Intervention Plan and connects the families with outside resources for assistance.

#### Viking 100

Viking 100 is a program that seeks to provide interventions to support approximately 25% of the 10th grade student population (432) who are at risk, but not currently engaging in severe problem behavior and are failing at least 3 or more of their classes. These students spent 50% of their 9th grade year in an online or hybrid learning environment. This program operates under the school improvement goal outlining that teachers will use specific positive feedback with students (4 to 1 ratio) regarding academics and behavior. Student data is monitored to inform decisions about what is working and what supports need to be put in place. Parents are

notified via email, mail and/or phone about the opportunity and to answer questions. Once students are paired with a learning partner, the learning partner facilitates the family contacts to inform about progress.

**Athletes Table:**

Athlete's Study Table is a program for Student-Athletes to sit down with tutors and peers to focus on academics and receive tutoring. A meal is provided to participants before tutoring begins. Students receive 1:1 support after athletic practice. The program is focused on Student-Athletes, but any student is welcome to attend. The data kept is meant to inform how many students are attending, the impact the tutoring is having by grade data, and what GPA's need to increase. Parents are notified about Athlete's Table weekly through email.

**Student Success Center**

The Student Success Center provides an alternative to out of school suspensions for students with behavioral infractions. Students who attend SSC for a period of time gain the opportunity to refocus and to catch up on classwork.

**Supporting Documents:**

- Email about "F's"
- Leadership Meeting Agenda
- Attendance Team Info
- SIP Plan
- OPS Plan of Action
- Parent Portal Information
- Academy Night Information
- Viking Bucks Samples
- PLC Agenda
- PLC Agenda with ACT Prep
- Viking 100 Information
- Athlete's Table Email
- School Newsletter (with Parent Portal Information)

## 2. Schoolwide reform strategies

**2.1**

*Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.*

After-school tutoring (Homework Help) is offered to all students 3 days a week at Omaha North. Information is available to parents via our school website and teachers inform parents of this program when making phone calls home to discuss failing grades. Athletic tutoring is offered to those involved in sports or clubs.

The English department offers Academic Literacy and Literacy Skills classes. Both courses are targeted towards students who need additional reading, comprehension, and writing support. The students in these classes use programs like Read 180 and I-Lit to help bridge the gap between those reading below grade level and their academic curriculum.

Omaha North also offers Edmentum Credit Recovery options through Night School and Summer School for those students who failed a class required for graduation.

EdQuest Days are offered regularly where seniors can take advantage of assistance in filling out the FAFSA and scholarship paperwork and requirements. Senior English teachers embed assistance in scholarship writing by assigning an essay that could be later used to submit to the Buffett Scholarship.

Supporting documents:

Homework Help Information

EdQuest Day Information

Senior Credit Slip

EdMentum Credit Recovery Enrollment Form (North Next Level Learning)

Edmentum Student Orientation Info

Edmentum Credit Recovery and Accrual Practices

Senior Scholarship Data - Buffett GPA Eligible

Academic Lit Syllabus

Literacy Skills Welcome Letter

### 3. High quality and ongoing professional development

**3.1**

*Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.*

On-going, cyclical, and pertinent district-wide professional development is offered in the Omaha Public Schools. This professional development utilizes vast and varied methods of presentation, engagement, and follow-up learning. The Action Plan for OPS includes a variety of strategies to support school staff and stakeholders. School leaders, administrators, curriculum specialists, department heads, and school deans receive professional development at the Secondary Instruction Leadership Network meetings. School leaders then disseminate the professional development to school staff. On Curriculum Days, teachers are given the autonomy to choose the professional development sessions they feel will most support their professional growth from a list of designated district offerings. The district also provides a New Teacher Institute to support teachers new to the profession or to the district. Veteran educators who are new to the district can take part in the Take Flight Mentoring Program where they are given a mentor teacher who meets with them regularly to support them in their first year with OPS. New teachers also participate in specific district and school specific professional development sessions designed to support needs that are unique to new teachers.

OPS partners with Minnesota Humanities and all teachers are invited to take part in professional development opportunities they offer.

Omaha North provides professional development to staff in a variety of ways. To honor collaboration, individual voices and viewpoints towards a shared vision, staff is able to give their input on the professional development they feel they need through their curriculum specialists.

Teachers are also given opportunities to present professional development to their colleagues during department and Professional Learning Community meetings.

Omaha North's coaching team created a coaching plan that utilizes data and direct from coaching feedback and the OPS Action Plan. Department heads, curriculum specialists, and administrators do classroom coaching visits and follow-up with regular coaching conversation with teachers to celebrate areas they are excelling in and support the incorporation of new instructional and classroom management techniques. Data is kept that



informs our SIP and fuels our professional development. Administrative Cabinet members are assigned 10 coaching visits per month, which allows the entire staff to receive coaching regularly.

Professional Learning Communities are another method in which professional development is provided. Teachers in each department meet regularly to collaborate and use data to inform decision making.

Our MTSS-B team provided professional development training to staff that focused on 5 Effective Classroom Strategies. The training combined systems, data, and practices outcomes to support data decision making and staff and student behavior.

Supporting Documents:

- Take Flight Mentor Program Agreement
- Take Flight Mentor Program Handbook
- New Teacher Institute Topics of the Month Meeting
- New Teacher Institute PowerPoint
- Coaching Data
- Coaching Feedback Forms
- PD Teacher example: Trauma Sensitive Classrooms
- Minnesota Humanities Flyer
- MTSS-B PD
- School Improvement Leadership Network (SILN) Flyer 2021
- District Curriculum Days PD
- OPS Action Plan

#### 4. Strategies to increase parent and family engagement

<b>4.1</b>	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>Parents/Guardians and the staff of Omaha North worked together to develop the School-Parent Compact. The Compact will be provided on the school website, as well as in the school handbook that is distributed to each student. This compact is reviewed at least twice a year. The reviews are planned to be held during a fall Parent and Family Engagement Meeting, and again in the spring to provide input and discuss changes for the following school year.</p> <p>Supporting Documents:            Parent Meeting Invite            School- Parent Compact            Parent Meeting: Title 1 Compact review            Parent Meeting Attendance Sheet</p>	
<b>4.2</b>	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>Parent engagement policy was created with input from a team of parents, teachers, and community partners. Out of that meeting, a parent team was created where parents and a groups of staff members work together to develop a school engagement policy. Moving forward, parents will provide feedback at regular meetings to ensure that Omaha North is providing engaging, relevant, and educational opportunities for families. The Parent Engagement Team consists of the Title 1 Facilitator, teachers, students, parents/guardians and</p>	

<p>community partners. This team will organize meetings that include various topics which facilitate parent involvement opportunities, provide information about academic data, and provide opportunities for parent feedback.</p> <p>Supporting Documents:  District Policy (English)  District Policy (Spanish)  Parent Meeting Agenda  Parent Meeting Presentation  Parent Meeting Attendance Sheet</p>	
<b>4.3</b>	<p><i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i></p>
<p>A Title 1 Parent meeting was held in the Spring, 2022, to inform parents of Omaha North's upcoming participation in Title 1. There is also a meeting planned for the Fall, 2022, for this same purpose and to engage new parents and families. Moving forward, additional parent meetings will be held throughout the school year to provide information about Title 1 and how funding is used to support students in need of additional academic support.</p> <p>Supporting Documents:  Parent Engagement Meeting Invite and Agenda Items  Parent Meeting Presentation PowerPoint  Parent Engagement Sign-In Sheet  Parent-School Compact</p>	

**5. Transition Plan**

<b>5.1</b>	<p><i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i></p>
<p>Following the guidelines of the Omaha Public Schools, Omaha North has put in place a transition plans for students. These plans support students during two main transitions: Middle School to High School and High School to College/Career.</p> <p><b>Freshman Academy</b>  Freshman Academy is an introductory course for all freshman students that is designed to introduce them to the high school experience by discovering school opportunities in career-based pathways and academy programming. Students are supported to build a plan for their high school and post-high school experiences while also focusing on learning strategies that support a successful transition into the high school environment. In Freshman Academy, students will be exposed to and engage in content that explores OPS's Portrait of a Graduate, benchmarks of a College and Career Continuum, and Nebraska's College and Career Readiness Standards. Freshman Academy also tracks students' credit data and updates it quarterly to inform decisions about academic needs.</p>	

### Freshman Only Day

To support student transitioning to middle school, the district offers a freshman-only day for students on the first day of the academic calendar. All teachers at Omaha North and the Freshman Academy facilitator prepare the activities for the day. Every incoming freshman receives support and is grouped into smaller advisement groups to create a more comfortable setting where students can ask questions and create positive relationships.

### Summer School Jumpstart Program

Omaha North Jumpstart is available during the summer and is provided to incoming Freshman to learn the structure of high school, strategies to be successful, and the procedures at Omaha North.

### Supporting Documents:

Freshman Academy Support Doc.

Freshman Only Day Schedule

Jumpstart Packet or PowerPoint

Choose Your Academy Night Flyer

**5.2**

*Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).*

Omaha North has several programs in place to assist students as they move from high school to their post-high schools, programs, and careers.

### Dual Credit and AP

Omaha North offers 35 dual credit opportunities to students through 3 colleges/universities; UNO, Midland, and Metro. Students also have the opportunity to earn college credits through 20 advanced placement courses.

### Career Center, Metropolitan Community College Career Opportunities

Omaha Public Schools offers classes such as digital video production, welding, automotive technology, and a variety of others to high school students during their junior and senior year of school. Omaha North students are able to participate in these programs that are designed to give them job experience in their careers of interest while keeping them on track for graduation.

UNO/OPS Middle College Program: Students in the Middle College Program are offered instruction from Omaha Public Schools instructors. They follow the OPS Academic Action Plan in all classrooms including instructional framework, coaching, and the use of data to drive excellence. Students can take all the coursework necessary for graduation from Omaha Public Schools. In addition to taking their high school courses from our instructors, our students can take university level courses at UNO. Students participate in the Early Entry Program through the University of Nebraska at Omaha. At Omaha North, students who are sophomores and above are encouraged to participate. LGBTQIA2S+ students who are seeking smaller, safe spaces to learn are encouraged by UNO to apply.

### UNMC High School Alliance and Omaha Henry Doorly Zoo Partnerships

Junior and Senior students interested in animal health and health professions have the opportunity to take a half a day of classes at North and a half a day at the Med Center or the Zoo for credits. This also gives these students experience and exposure to working in a career of interest.

#### NE College Prep Academy

Omaha North offers this program which students who demonstrate financial need can apply for at the end of 8th grade. It is a 4 year program in conjunction with the University of NE at Lincoln that supports students to maintain a GPA, take a college transition course, and complete a capstone project. Students then receive a fully paid scholarship to UNL.

#### FAFSA Completion Data from State of Nebraska

Counselors utilize this to target students that have not completed the FAFSA and are eligible. A large amount of our students that complete the FAFSA are Pell Grant eligible.

#### Naviance College Application Data

Counselors use this to target seniors that have not applied to college yet and/or to support the students by sending transcripts and other needed requirements.

#### Scholarship Data in Naviance

Counselors use this data to compare data from academic years to help indicate to what degree current efforts in place to assist seniors in seeking, writing, and applying for scholarships are working. This data also can inform where improvement may need to be made and where more purposeful, targeted supports need to occur.

#### Job Corps

Omaha North counselors work with students who may find it difficult to be successful in a traditional high school, but are still looking for career options. The counselor meets with parents and students and connects the family with a representative from Job Corps. The student can then tour different sites and has the potential to earn their high school diploma through the program.

#### Avenue Scholars

Avenue Scholars is a scholarship program that supports students seeking a certification or degree in 2 years of college or less. A teacher provides supports and tutoring during the day. Students take classes during their 2nd semester at Metro Community College. The program is for juniors and seniors. Those in the program receive a scholarship to Metro.

**College Possible:** This is a college success program that brings recent college graduates to Omaha North to serve as coaches to students looking to attend college. They offer advice and mentoring to help guide students to college graduation. This program starts during the junior year of high school and continues on to college. Coaches help student navigate the path of college preparation.

#### African American Professionals Day

This is a program hosted by the Black Student Leadership Council which occurs in the Spring. It is an event that all students are invited to attend to network and potentially find jobs or internships.

#### Community Partnerships

Omaha North partners with College Possible, Lozier, HDR, ACE Mentor Program, Calibrinus Services, TRI Project Solutions, TAC Architects, Kiewit, Morrisey Engineering, DLR Group, JE Dunn, UNO/UNL, UNMC, Creighton University, Metro Community College, Partnership For Kids, Urban League, and UTurn. These community partners support students in academics, community service, interships, job experience and exposure, and higher education and careers. Students can be eligible for scholarships, internships, or jobs upon completion of the programs.

Supporting Documents:

- Avenue Scholars
- College Possible
- Course Catalog (shows Dual Credit, AP, and Career Programs)
- Job Corps Enrollment Interest
- Career Center Flyer
- UNO/OPS Middle College Program (Multiple Pathways Application)
- UNMC Eligibility Criteria
- UNMC Alliance Information
- NCPA Information
- NCPA Application
- FAFSA Completion Data
- Scholarship Data - Buffett Eligible List
- African American Professionals Day

## 6. Strategies to address areas of need

6.1

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

The school-wide plan increases the amount and quality of learning through goals, areas and focus, and interventions within and beyond the school day.

Within the Learning Day:

Teachers at Omaha North are regularly trained and coached on a variety of instructional and classroom techniques that serve to increase the quality of instruction and learning for students. Though coaching visits, teachers are coached on include the Gradual Release of Instruction, Guaranteed and Viable Curriculum, Fidelity Pacing, Learning Goals, Balanced Literacy, Academic Goals, Attendance, and Wellness. Teachers receive timely feedback and coaching on how to improve their instruction in these areas to improve the learning of their students.

Omaha North has purchased instructional programs that help increase student engagement such as GoFormative and Khan Academy. IXL and Elevation Math were purchased to increase engagement and support the needs of our EL students. The use of these programs allows teachers to more efficiently check for understanding and differentiate their instruction while increasing student engagement with the learning objectives.

Daily Advisement Lessons:

During each students' daily Advisement class, the teachers instruct on a variety of lessons designed by the Omaha Public Schools Counseling Department to equip them with the tools that will help them to be successful in school and beyond.

Coaching:

Timely Coaching conversations, which occur during the school day, give teachers and coaches opportunities to have meaningful conversations regarding academic instruction, curriculum, and student engagement. Having these conversations in real time allows teachers to take this feedback and apply it directly to instruction in other classes.

Avenue Scholars: This is a scholarship program that supports students seeking certification or degree in 2 years of college or less. A teacher provides support or tutoring throughout the school day. Students take classes during their 2nd semester at Metro Community College. The program is for juniors and seniors. Those in the program can receive a scholarship to Metro.

College Possible: This is a college success program that brings recent college graduates to Omaha North to serve as coaches to students looking to attend college. They offer advice and mentoring to help guide students to college graduation. This program starts during the junior year of high school and continues on to college. Coaches help student navigate the path to college preparation.

#### 1:1 Technology

In the 2020-21 school year, all Omaha Public School students received an iPad. Teaching and learning using 1:1 technology provides teachers with more opportunities to differentiate instruction, increased opportunities for student responses, facilitates students collaboration, increases student engagement, and provides a wider variety of instructional methods.

#### Beyond the School Day:

Omaha North offers Academic and Athletic tutoring three times a week after school. Tutoring is offered for all core classes with a teacher to support each curricular area. Tutors for Athletic Tutoring are available to help with elective classes, as well as core academic classes.

Night School: Night School is a credit recovery program offered in an online format utilizing Edmentum. This program assists students in graduating on time. Edmentum through Night School is offered for students seeking credit recovery only. Recovery courses are classes in which the student must retake after receiving a grade of F.

#### Supporting Documents:

Academic Action Plan

Coaching Feedback Form

Avenue Scholars

College Possible

Course Guide

Khan Academy Email Communication

iPad Distribution Email

Night School Information

Advisement Training Guide

Advisement Calendar of Lessons