

# 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.:	28-0001-011
School Name:	Northwest High School
County District School Number:	28-0001-001
Building Grade Span Served with Title I-A Funds:	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) <u>Career Pathways, MTSS-B, Science, Social Studies, Career Education, School Improvement Plan</u>
School Principal Name:	Kimberly Jackson
School Principal Email Address:	Kimberly.Jackson@ops.org
School Mailing Address:	8204 Crown Point Ave Omaha, NE 68134
School Phone Number:	531-299-2750
Additional Authorized Contact Person (Optional):	Teresa Bender
Email of Additional Contact Person:	teresa.bender@ops.org
Superintendent Name:	Matthew Ray
Superintendent Email Address:	matthew.ray@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<p><b><u>Names of Planning Team</u></b>  <i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i></p> <p>Kimberly Jackson  Teresa Bender  Jennifer Rotherham  Melinda Weller  Keli Reid  Jill Lewis  Grace Lewis  Thomas Kimminau</p> <p>_____  _____  _____  _____</p>	<p><b><u>Titles of those on Planning Team</u></b></p> <p><b><u>Parent Administrator</u></b>  Curriculum Specialist  Counseling Director  Counselor  Dean  Parent  Student  Teacher</p> <p>_____  _____  _____  _____</p>
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<p align="center"><b>School Information</b>  <i>(As of the last Friday in September)</i></p>
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Enrollment: 1400	Average Class Size: 27	Number of Certified Instruction Staff: 82
<b>Race and Ethnicity Percentages</b>		
White: 19 %	Hispanic: 16 %	Asian: 20 %
Black/African American: 37 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 7 %
<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: 74 %	English Learner: 17 %	Mobility: 13 %

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

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

*Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint 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>At Northwest High School, we continue to use data provided to us from the district research office and the Northwest High School Data Book. While reviewing the Data Book, there are several documents that help us make systemic decisions when it comes to curriculum, instruction, and assessment choices. During strategic planning meetings, we review and discuss demographics, attendance, climate survey, discipline, PreACT &amp; ACT results, as well as graduation &amp; dropout rates. This data is used for discussion, planning, and implementation of improvement strategies for all of planning teams including instructional leadership, professional learning communities (PLCs), MTSS-B, etc.</p>	
<b>1.2</b>	<i>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.</i>
<p>We have climate surveys that help us identify the different needs for the school building. The results of this survey is continuously reviewed to adjust actions here at the school. We collect feedback from families after conducting College, Career, and Community events, financial aid events, and parent-teacher conferences. The information shared with families at these events include (but are not limited to): transition from high school to post-secondary, the importance of earning high school credits (being "On-Track"), grade point averages, testing information, access to infinite campus and the parent portal, and financial aid. Both our Freshman Academy Board and Northwest Pathway Committee are comprised of community partners, industry partners, teachers, counselors, and parents. The meetings for these groups are centered around school improvement and serve as continuous points of contact for feedback. The Freshman Academy Board meets quarterly, while the Northwest Pathway Committee meets bi-monthly. Agendas and minutes for both groups are shared.</p>	
<b>1.3</b>	<i>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.</i>
<p>Our Continuous School Improvement Plan (CSIP) focuses on our graduation rates, attendance rates, and teacher retention. To support our goals, we work with agencies like Boystown and AAIS to provide us feedback and strategies. Our professional learning communities (PLCs) meet weekly to discuss, implement, and reflect on strategies from the Instructional Learning Framework. In addition, we have bi-weekly staff meeting where all staff participate in conversations regarding our instructional goals and MTSS-B. All of our professional development is centered around our CSIP and our district-wide strategic action plan. The MTSS-B team supports our different behavior management strategic planning and implementations. This team meets regularly and addresses ongoing classroom and building student management.</p>	

### **2. Schoolwide reform strategies**

<b>2.1</b>	<i>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.</i>
<p>Our CSIP includes our professional development plan as it relates to our goal for increasing graduation rate. We have our SAT/504 coordinator that communicates with staff, student, and parents and creates a plan for struggling and at-risk students. The SAT Teacher Input Form is an example of documentation that would be used to evaluate students that need more assistance through this program. We also have various means to support student learning through counseling support and one-one meetings with each grade level student, student assistance teams, individual education plans, tutorial sessions, collaborative study groups, PreACT/ACT prep, mentoring and various other community partner activities to support student learning. We offer extra virtual tutoring sessions through Paper. Northwest Tutoring occurs every Tuesday-Thursday from 3:15pm-5:00pm. We use a QR Code to track attendance. We offer tutoring in Math, Science, English, Social Studies, Spanish/French as well as quiet study. We offer summer school for students 9-12 and incoming freshmen coming to Northwest High School. Summer school is offered for credit recovery. Incoming freshmen are invited to our summer programs of Jumpstart and Summer Bridge. Our community partners include Avenue Scholars, College Possible, Thrive, Upward Bound and Urban League that meet regularly with students that are at-risk and/or not meeting academic standards.</p>	

### 3. High quality and ongoing professional development

<b>3.1</b>	<i>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.</i>
<p>The Continuous School Improvement Plan (CSIP) includes the following action items for professional development:</p> <ul style="list-style-type: none"> <li>• Partner with AAIS to continue to focus on instruction and learning in the block schedule using the Omaha Public Schools Learning Framework. Focus on student grouping, gradual release of instruction, and engagement.</li> <li>• Facilitate whole group and team analysis of student performance which will be used to guide instruction and intervention.</li> <li>• Adjustment of staff meetings centered around professional development related to the identified instructional strategies</li> <li>• Establish partnership with Boys Town with their Well Managed Schools Program</li> </ul> <p>All teachers are grouped in content area PLCs. Weekly agendas are provided by our instructional leadership team through our Staff Notebook. The Staff Notebook provides a place for supporting documents, written collaboration space, feedback, etc. Activities include but are not limited to assessing student data, long term planning, peer walk-through observations, and planning for focused instructional strategies. Additional training and collaborative work times are provided in our bi-weekly staff meetings. Our instructional leadership team provides fidelity checks weekly and bi-weekly. Written feedback from touchpoint coaching is documented in the Staff Notebook.</p> <p>New teachers are provided additional supporting through a mentor and monthly new teacher meetings. Transfer teachers are assigned a touchpoint teacher to provide supports in familiarizing with Northwest High.</p>	

### 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>
A school-parent compact has been created for review by teachers, parents, and students. These reviews will take place annually and the planning committee will be involved in reviewing, editing, and the continual development of the compact. The plan addresses how the components of the parent plan are reviewed to assure that all parties are fulfilling their roles and responsibilities and that everyone is playing a part in the education of our students. This compact has been added to our student handbook for increased accessibility.	
<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>
We are in constant communication with our families through various means and elicit feedback often, both formally and informally. Families have opportunity to join boards and committees to provide feedback. The Freshman Academy Board is structured around our freshmen students and meets quarterly. The CCAP Pathway Committee meets bi-monthly and centers discussion around our career pathways and work-based learning opportunities. The Early College Program at Northwest High quarterly parent meetings. Any and all feedback provided in these formats are shared to ensure continuously communication.	
<b>4.3</b>	<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>
We are in constant communication with our families through various means and elicit feedback often, both formally and informally. Families have opportunity to join boards and committees to provide feedback. The Freshman Academy Board is structured around our freshmen students and meets quarterly. The CCAP Pathway Committee meets bi-monthly and centers discussion around our career pathways and work-based learning opportunities. The Early College Program at Northwest High quarterly parent meetings. Any and all feedback provided in these formats are shared to ensure continuously communication. Weekly announcements are shared with both students and families.	

## 5. Transition Plan

<b>5.1</b>	<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>Families are invited to attend the district-wide events highlighting all OPS high schools prior to the High School Selection Process. These events include the High School Showcase in December and 8th Grade Open House in January.</p> <p>Northwest Counselors visit middle schools after High School Selection is completed. Counselors present whole group orientation instruction to provide an overview of the course selection process, credits and graduation requirements, and information specific to Northwest such as clubs, activities, and sports. Course guides and Course Selection sheets are provided for students to take home to discuss with their families.</p> <p>Counselors return to middle schools for 1:1 sessions with our incoming 8th grade students to ensure students are selecting courses based on their academic proficiency, goals, interests, and special programs.</p> <p>At the beginning of summer, Northwest hosts Summer Jumpstart and Bridge programs to provide students with the knowledge and skills they need to successfully transition from middle to high school. This also allows students to begin making connections with our building, staff, and overall school community.</p> <p>In the fall, the first day of school is reserved for Freshmen. Students are welcomed into the building through games, activities, lessons, informational presentations, meet and greet sessions, tours, an activity fair, and</p>	

team building. Shortly after the school year starts, counselors schedule meetings to update 504 documents to meet student needs in a high school setting.

Freshmen Counselors begin building relationships with students through individual Minute Meetings and visit Freshman Seminar classes to present a lesson reinforcing what it means to be a high school student.

In late Fall, Freshmen receive instruction through their Freshman Seminar classes, exploring the 12 Pathways Northwest offers. This instruction drives student choice for grades 10-12 and beyond. In the Spring, counselors meet individually with all Freshmen to solidify Pathway and course selections for their Sophomore year.

**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).*

All students receive instruction and participate in events and activities supporting their eventual transition out of High School. Counselors provide whole and small group lessons, individual counseling, career and college exploration activities, and career and interest inventories. All students are invited to participate in school-wide fairs, events, and activities highlighting post-secondary resources, opportunities, and options.

In the early Fall, Counselors meet 1:1 with every senior to review credits, graduation plans, post-secondary plans, and goals. Letters are sent home to families detailing their student's progress towards meeting graduation requirements. Counselors provide two whole group lessons outlining post-secondary options, college visits, Senior year events, the FAFSA/Financial Aid, scholarships, and standardized testing.

Counselors host a college fair sponsored by NACRAO with over 60 representatives from all categories of post-secondary opportunities. Counselors also coordinate an Apply2College event during which student are required to apply or register for at least two post-secondary programs. These can be colleges, universities, trade schools, internships, the military or training programs for a specific career opportunity. Representatives from various post-secondary institutions participate in this event.

Counselors hold a Senior Class meeting every quarter to revisit old and share new information regarding post-secondary options, opportunities, as well as the guide students through the milestones they reach throughout the school year in preparation for graduation and beyond.

Counselors also hold a FAFSA, College Application, and Scholarship event in January. Counselors present 3 informational sessions as well as provide support to students and their families with applications. EducationQuest assists with this event.

Just before graduation, Counselors arrange a Senior Signing Day to celebrate all Seniors and their post-secondary decisions. Representatives from various post-secondary institutions participate in this event.

All year long, Counselors coordinate with EducationQuest to provide 1:1 meetings for all Senior Students assisting them with the completion of the FAFSA; plan College Access Grant Activities such as field trips to visit post-secondary institutions and programs; and provide all students with the opportunity to meet with representatives from various post-secondary institutions and programs through rep visits at Northwest.

Northwest partners with Jobs for America's Graduates, Avenue Scholars, College Possible, Urban League, UpwardBound, Trio, Omaha Youth 360, and 100 Black Men to provide our students with a wide variety of mentorship, support, experiences, education, and opportunities to further prepare them for their post-secondary lives.

Throughout the year, Northwest hosts Lunch and Learns with many different pathway partners and local employers to expose students to a wide range of career opportunities, coordinates guest speakers to visit pathway classrooms. We also hold a Community, College, and Career Night each semester with representatives from post-secondary institutions as well as community resources and employers.

## 6. Strategies to address areas of need

<b>6.1</b>	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p>In order for Omaha Northwest to support our students beyond the school day we offer tutoring, credit recovery, co-curricular activities (academic, athletic, fine arts and clubs/activities). The athletics and clubs documentation is a list of all the school-sponsored organizations offered to all students. The Husky Tutoring program offers additional instructional help to students outside of student hours. The Summer School Parent Letter is an invitation to opportunities for all students to during the summer to recover any credits not received in the traditional school year. Our work-based learning draft includes internships, externships, lunch and learns, field trips, guest speakers, etc. This document is reviewed and edited through the Northwest Pathway Committee. Maintaining staff professional development opportunities also support the learning development of our students.</p>	

## **7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds**

<b>7.1</b>	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>