

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:	Central High School
County District School Number:	007
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) _Transitions middle school to high school & high school to college_
School Principal Name:	Ellisa Dionne Kirksey
School Principal Email Address:	ellisa.kirksey@ops.rog
School Mailing Address:	124 N. 20th Street Omaha, NE 68102
School Phone Number:	531-299-2660
Additional Authorized Contact Person (Optional):	Christy Flaherty-Colling
Email of Additional Contact Person:	cfc@ops.org
Superintendent Name:	Matt 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

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	---

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Dionne Kirksey Danielle Brandt Christy Flaherty-Colling Sheri Harrach Tim Herbert Megan Kaminski-Doloto Brent Larson Katie Rude Haylie LaCroix _____ _____ _____	<u>Titles of those on Planning Team</u> <u>Parent Administrator</u> Administrator Teacher Counselor Special Education Department Head EL Department Head Parent/Math Department Head English Department Head Student _____ _____ _____
---	--

School Information
(As of the last Friday in September)

Enrollment: 2672	Average Class Size: 19.9 (OPS HS average)	Number of Certified Instruction Staff: 147
Race and Ethnicity Percentages		
White: 31.5 %	Hispanic: 31.8 %	Asian: 3.6 %
Black/African American: 26.8 %	American Indian/Alaskan Native: 0.9 %	
Native Hawaiian or Other Pacific Islander: 0.1 %		Two or More Races: 5.5 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 54.0 %	English Learner: 10.7 %	Mobility: 7.39 %

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

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

1.1	<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>Central High School utilizes data at the building, departmental, Freshman team/PLC team, and teacher levels.</p> <p>Longitudinal data is evaluated by leadership teams and shared with teachers in aggregate form. This includes, but is not limited to, MAP data, PreACT/ACT data, and the school report card. Other data is used by leadership teams to inform decision making relating to school climate and culture, such as building disproportionality in discipline data. This sort of analysis is critical, as monitoring and adjusting both academic and behavior instruction increases all students' access to a high-quality learning environment and ensures they have equal access to educational opportunities.</p> <p>All departments participate in self-reflection about their progress in implementing targeted practices to improve student engagement/achievement, and they engage in conversations about student achievement utilizing relevant indicators for their areas. Freshman Teams and PLCs dedicate time to examining their own students' data.</p> <p>Teachers are expected to maintain accurate records, utilize a balanced assessment system, and engage in a reflective practice relating to teaching, learning, and assessment in their classrooms. Similarly, counselors utilize data to ensure that students are placed correctly in courses and stay on track with their graduation plans.</p> <p>PreACT, MAP, and NSCAS-ACT data are used to inform instruction, identify areas in which students need remediation/enrichment, and determine initial course placement for rising freshmen.</p> <p>School Report Card data is used to ensure that all certified stakeholders are aware of and are able to respond to key student performance metrics including daily attendance rates, frequency of student tardies, course failure rates, mean GPA, and short term suspensions. This provides a consistent way to quantify important trends, rather than relying upon perceptual data, which can easily be skewed.</p> <p>Tableau Dashboards gather rich data from multiple data sources to generate user-friendly reports that allow building leaders and Freshman Teams to discern trends that would be invisible when examining disparate data points. For example, the Academic Dashboard allows Freshman Teams to see only their students' data, and identify students in need of intervention based on the following indicators: ELA, math and Science achievement on MAP, NSCAS, and coursework, percent of credits earned, cumulative GPA, number of course failures, attendance rate, and number of schools attended. Time is allocated in every Freshman Team meeting to allow for the systemic review of relevant data, which can include this intervention indicator report or other data</p>	

sources prioritized by members of the team. Similarly, informative reports are available to administrators and the Attendance Team for attendance trends. Department Heads can access course failure percentages and quickly identify trends in grade distributions across teachers in their departments. Use of these reports leads to better decision making and increased student achievement.

Enrollment data and other learner and school characteristics assists in the development of appropriate programming and supports for diverse learners. For example, the school's Hispanic population has recently eclipsed the Caucasian population in terms of percent of overall student body, and the number of students served in the English Learner programs has increased in a statistically significant manner. As a result, additional sections were created and a staff member was added at the start of the second semester to meet the needs of the students. Students' placement in the program is contingent upon their performance on the ELPA assessment, which is administered and evaluated annually.

Finally, teachers' professional practice is also part of the school's data conversations. Administrators and department heads examine trends in coaching data, and look for areas of growth and opportunity. For example, this year's instructional focus for the school improvement plan is to increase the amount of class time spent in the shared and guided stages of the gradual release of instruction, and coaching data shows that these shifts are taking place. Additionally, teachers are reflecting on their own engagement in the professional learning communities initiative, with prompts intended to activate teachers' sense of agency if they are not gaining benefits from a practice that utilizes a significant amount of their time each week.

Supporting Documents:

- 1.1a NSCAS ACT
- 1.1b PreACT
- 1.1c MAP
- 1.1d School Report Card
- 1.1e Tableau Dashboards - Academic, Attendance, Grading, Behavior
- 1.1f Enrollment Data
- 1.1g Data Book
- 1.1h Freshman Academies
- 1.1i ELPA data
- 1.1j Coaching data
- 1.1k Implementation Scoring Guide
- 1.1L CHS expectations of teacher
- 1.1m Freshman team data analysis
- 1.1n English and Math Department failure rate analysis
- 1.1o Grade 9 behavior/attendance analysis

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.

Central High School utilizes a variety of methods to obtain stakeholder input. This includes the OPS Climate Survey, meetings of multiple parent organizations, and the work of two advisory groups.

The Climate Survey is the primary method used to understand families' perceptions about the school and identify their improvement priorities. This consistent instrument has been used for a number of years, and these results are published in the OPS Data Book. Historically, this was only available during the time surrounding spring conferences. In recent years, additional questions have been developed as part of the OPS Parent Voice Survey, and the survey is open year-round with links included in every school newsletter. This allows parents and guardians to provide their input while thoughts are fresh in their minds, rather than waiting for a single annual opportunity.

CHS is fortunate to have multiple, active parent organizations supporting its programming and students. The primary group is PEP, the Parent-Educator-Pupil Organization for the school. In April or May, this group will be thoroughly briefed on the opportunities Title I will afford Central students in future years, and families will have the opportunity to ask questions and provide input into the planning process. This meeting was originally scheduled for 3/7/22, but it was cancelled due to inclement weather.

Community members are increasing their engagement in CHS school processes this year with the creation of advisory boards for Freshman Teams and College and Career Pathways. The board for the freshmen has been going strong for the entirety of the 2021-22 school year, and the College and Careers Pathways will kick off its board on May 5, 2022. This provides a direct method for stakeholders to engage with the school and inform its operations. Both groups will receive a Title I update at their next meetings.

Supporting Documents:

- 1.2a Climate Survey results
- 1.2b Sample PEP agenda
- 1.2b Sign in from PEP/Title I meeting
- 1.2c Freshman Advisory Board meeting agenda
- 1.2d/d1 Family engagement - Parent/teacher conferences

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.

Continuous school improvement is guided by the district's Curriculum and Instruction Support Department. There are four primary areas of focus to meet the district's focus of "Every student. Every day. Prepared for success." This includes an academic goal, which this year, for Central focuses, on increasing time in the guided and shared stages of the gradual release of instruction. There is an attendance goal with steps outlined to increase the percentage of students without chronic attendance metrics. Regarding behavior, there is a goal to implement the Mutli-Tiered System of Support for Behavior with fidelity. Finally, there is a wellness goal, which is intended to support the physical and emotional well-being of students and staff.

The school improvement goals and plan establish a comprehensive system of shared priorities, professional development opportunities/expectations, and a timeline for implementation. The goals remain unchanged throughout the year, but the professional development plan is a living, breathing document that adjusts based on the needs of students and the staff. The activities related to Central's academic and attendance goals have remained relatively unchanged. However, drastic shifts have been necessary in relation to wellness and MTSS-B to address the impacts of collective trauma experienced by members of the school community as a result of the pandemic. Many students started the year operating at a year in a state of heightened emotional arousal and would escalate the encounter or fully disengage during interactions with adults, so the MTSS-B started the second semester providing teacher training and direct instruction for students in basic social skills to increase students' self-regulation. The district has contracted with an outside service provider, Project Harmony, to help teachers understand trauma and the strain that is put upon caregivers who help young people work through it. This focus on mental health topics has been critical to successful operation of the building, as students struggled to engage with academic content when these compelling, basic needs were vying for their attention. This year has turned continuous school improvement on its head, but the professional development activities that have already taken place have helped positively shape students experiences as they transition back to a semblance of normalcy after two years of uncertainty.

Supporting Documents

1.3a Whole Building School Improvement Goals

1.3a Whole Building School Improvement Professional Learning Plan

1.3b Academic Goal - Freshman Teams

1.3b Academic Goal - PLCs

1.3c MTSS-B Goal - Social Skills training

1.3d Attendance Goal - New teacher attendance training

1.3e Wellness Goal - Letter addressing incoming 9th grade students' social/emotional and physical health needs when returning to in-person instruction

1.3e Wellness Goal - Empathic Strain PD

1.3f Transition Plan for Remote Learners

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.

Title I funds will be used to provide additional assistance for students at risk of not meeting academic standards in the following ways:

Dedicated personnel to support student success

The Positively Affecting Student Success (PASS) program will be expanded to include staffing each period by a classroom teacher, allowing the Director of Student Support Services to increase service levels for students requiring Student Assistance Team meetings and related support. Two additional SAT coordinators will be provided release time from their teaching schedules to meet the increased needs from the pandemic, including loss of learning and needs for social/emotional supports. One will focus on helping students with IEPs.

To this same end, we will add a school counselor and nurse to improve staff to student ratios, allowing these key professionals to improve service levels and activate appropriate interventions to allow students to focus on learning rather than being distracted by external factors. We will also hire an instructional facilitator to coordinate Title I activities to monitor improvement activities to ensure that appropriate outcomes are achieved in relation to expenditures.

Finally, teachers and support personnel will be added to the English, Math and English Learner departments to teach classes to remediate students' skills in reading and computation. Interventionists will also be utilized to provide pullout instruction for students who are unable to fit an entire course into their schedule but would still benefit from targeted skill development. An additional bilingual liaison or para will be added to support the needs of the recently-arrived refugees from Afghanistan who are not well served with current assets within the building.

Enhanced technology tools

Students fail to reach state standards in math more frequently than in other assessed areas. Teachers in newly refurbished math classes report success in the use of Promethean Boards to engage learners, and their use will be expanded to all math classrooms with accompanying professional development provided to support teachers' adoption and effective use of the new resource.

Laptop carts will also be purchased to support English Learners use of the IXL personalized learning program, as well as the pilot programs in English and Math. All students have access to district-issued iPads, but their

consistent use drains the battery, and their absence creates an easy excuse to disengage in the educational process. Having on-site devices allows for equitable access and the ability for the teacher to control charging and updating needs.

Student-distributed materials

Student planners will be purchased for all freshmen, and students will receive direct instruction in their Freshman Seminar courses in its use. Incoming ninth graders often struggle with managing the increased demands on their time and academic rigor experienced in high school, as the coping strategies they have utilized in the past prove to be inadequate for the new context.

Student Stylebooks will also be purchased for all freshmen, as this is the primary method of direct instruction in grammar usage and conventions in Central High School English classes. The resource is currently available for purchase (\$.35) and many teachers maintain class sets, but widespread distribution will allow all students continuous access to the resource and improve the potential for cross-curricular use to support content area literacy.

Keyboards and Apple Pencils will be purchased for student checkout. Currently, all students are issued an iPad from the district. This device is easily portable, but it is limited in its use as a production device. Classroom sets of keyboards are currently available for checkout, but students do not have access to resources for home use unless they purchase them on their own. Students without the ability to pay are still expected to utilize the district-provided tool at home, which can cause the same activity to take significantly different amounts of time for them.

Classroom use materials

To immerse students in literacy-rich environments, classroom libraries with high-interest titles at differing grade levels will be purchased for the twelve English/reading classrooms and will be piloted in one classroom in the Science and Social Studies Departments.

Class sets of scientific and graphing calculators will be purchased for all math classrooms, allowing teachers to focus instruction on math concepts and calculations, not providing technical troubleshooting to various devices. Students are allowed to use their district-issued iPads for class work, but this practice is prohibited on state testing, disadvantaging students without access to alternate devices when they must demonstrate proficiency on state standards.

Classroom use software will also be secured. This includes site licenses for Padlet and Quizlet to engage learners in all content areas. Smaller scale licenses for IXL personalized learning program for Algebra, geometry, and Language Arts will be purchased for participants of the English Learners program and for pilot groups in the English and Math Departments.

A targeted curriculum and related training will also be purchased for the Affective Skills Program, which supports learners with behavioral challenges that impede academic success.

3. High quality and ongoing professional development

3.1	<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>
------------	---

Central High School utilizes varied structures to facilitate high quality data analysis and professional development. This includes:

- District facilitated or district constructed professional development
- Building-level meetings and professional development workshops
- Leadership team meetings and professional/collaborative conversations: Department Head and administrators
- Departmental meetings and professional/collaborative conversations
- Team meetings: Professional learning communities and Freshman Teams
- Committee meetings: MTSS-B
- New teacher induction/support

District facilitated or district constructed professional development addresses topics of broad concern. The district facilitates at least one Curriculum Day each year that dives deeply into content-specific content. Other content is constructed at the district level and delivered in buildings, such as Testing Practices and Procedures training or professional development relating to the empathic strain teachers are experiencing this year in relation to the realities of the pandemic.

Building-level meetings and professional development workshops focus on building data, priorities, and activities that support district-level initiatives. This year's activities focus on College and Career Academies and Pathways, the establishment of Professional Learning Communities, the reinvigoration of advisement programming, the extensive utilization of MTSS-B principles and activities, and the upcoming transition to block scheduling.

Department Head and administrators meet as teams to establish leadership priorities and associated activities. Departmental meetings are used to advance these priorities and engage teachers in meaningful professional conversations on key topics and relevant data points.

Other multidisciplinary leadership teams, such as the MTSS-B committees (both Tier 1 and Tier 2) and attendance team, provide another lens from which to view student behavioral and attendance data with the intent of increasing students' attendance and academic success and decreasing racial disproportionality in behavior data.

Freshman teams and professional learning communities meet weekly for in-depth discussions and action planning on topics of interest. Extensive building scaffolds were in place at the start of the year, but as these teams have worked together, their sense of autonomy and agency has expanded, and team conversations have deepened correspondingly.

New teachers receive professional development through new teacher induction programming, an ongoing support program with monthly meetings and email communications, and the expertise of an assigned mentor colleague.

Expanded Professional Development

Additional professional development provided by Title I funding will include school planned and vendor provided content. Key local priorities include inducting new teachers, establishing departmental PLC culture, supporting the transition to block scheduling, and holding an administrators' summit to set the instructional leadership course for the next academic year. Purchased professional development includes Boys Town Social Skills training and coaching to support students' behavior success at school and the ACT Certified Educator training to help teachers in assessed areas develop depth of knowledge in both content and testing practices. Additional professional development may be necessary to support other purchased resources, such as the curriculum for the Affective Skills Program or for the IXL personal learning program. Departmental

subscriptions to key journals, such as English Journal and Mathematics Teacher Educator will be secured to support teachers' independent and collaborative professional growth.

Supporting Documents

- 3.1a CHS Schedule of Meetings
- 3.1b CHS Professional Learning Implementation Plan
- 3.1c CHS Monthly faculty meeting
- 3.1d CHS PD workshop
- 3.1e OPS PD workshop
- 3.1f CHS Department head meeting
- 3.1g CHS PLC team meeting
- 3.1h CHS Freshman Team meeting
- 3.1i OPS/CHS New teacher induction
- 3.1j OPS New teacher support
- 3.1k OPS/CHS mentoring
- 3.1l CHS Admin team meeting
- 3.1m MTSS-B team meeting
- 3.1n Contracted PD – Boys Town

4. Strategies to increase parent and family engagement

4.1	<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>The School-Parent Compact is still being developed. It is in its initial draft stage and will be presented to families at the April or May PTSA/PEP meeting for input.</p> <p>Supporting document: 4.1 Historical Compact (draft source language)</p>	
4.2	<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>Schools in the Omaha Public School District utilize a combined district/school Parent and Family Engagement Policy. It will be presented to families at the April or May PTSA/PEP meeting for input.</p> <p>Parent/guardian access to programs, services, and information will become an increased area of focus at Central High School. This includes access for all families and specific supports designed to involve families of students who receive EL services, including family nights, family training, and mailings to keep families apprised of students' good deeds, invitations to events, and information items of note, such as test dates. Expanded bilingual support will be funded to ensure equitable access to school knowledge and resources for all families.</p> <p>Supporting documents: 4.2a Combined OPS/School policy (English) 4.2b Combined OPS/School policy (Spanish) 4.3c Historical draft involvement policy</p>	

4.3	<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>The annual Title I parent meeting was scheduled for Monday, 3/7. However, due to inclement weather, this meeting was not held. This meeting will be held in conjunction with the April or May PTSA/PEP meeting.</p> <p>Supporting document 4.3a PEP meeting agenda</p>	

5. Transition Plan

5.1	<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>The greatest systemic change of the 2021-22 school year has been the implementation of freshman academy and its accompanying teams, advisory board, and mentoring program. This greatly eases the transition from middle to high school, creates a sense of community in the student body, and focuses participating staff with laser-like focus on students' attendance, academic success, and social/emotional needs. This is supported by historic building practices of hosting a freshman JumpStart program and organizing the first day of school, a freshman-only day, to include activities to orient students and efficiently deliver the information they need most to feel at home. Title I funding will support a greatly expanded JumpStart program and the other key functions of the freshman academy.</p> <p>Additional supports are required for incoming English Learners who begin participation in secondary education and/or American education at different ages, with widely disparate academic skills and varying levels of English language proficiency. The needs of a 20-year-old refugee are not the same as those of a rising ninth grader who has spent years in American schools, and the EL Department at Central High School provides exceptional academic, linguistic, and cultural supports at school and facilitates countless other services families could not access without them.</p> <p>Supporting Documentation 5.1a Freshman first day memo 5.1b Freshman first day lesson 5.1c Freshman academy overview 5.1d Freshman advisory overview 5.1e Freshman advisory agendas/minutes 5.1f Pathways Showcase 5.1g EL Transition to U.S. schooling</p>	
5.2	<i>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).</i>
<p>Planning for educational futures and careers truly is embedded throughout Central High School. Students benefit from supportive staff members who help them navigate to their next steps and from dedicated alumni who contribute to scholarship funds available exclusively to CHS students. A dedicated college counselor helps all students access post-secondary education, and her impact is greatest on first generation college students who require additional assistance navigating and surmounting institutional barriers that can dissuade students</p>	

from continuing their education. There is also a single point of contact in Counseling to assist students who know they are interested in immediately pursuing a career or military service after high school. Diverse course offerings and school-sponsored activities help students explore career options and educational opportunities throughout their four years of high school. To aid in post-secondary exploration, Title I funding will support field experiences in students' chosen college and career pathway and activities to bridge gap between high school and college.

Supporting Documents

- 5.2a Special Education Handbook (transition planning)
- 5.2b Counseling Services - College
- 5.2c Counseling Services - Careers
- 5.2d CHS College & Career Night
- 5.2e College Access Grant
- 5.2f CHSF Supporting College Exploration
- 5.2g Early College System
- 5.2h BMIT Marketing Internships
- 5.2i CTSO: Educators Rising
- 5.2j Career Center
- 5.2k Zoo Academy
- 5.2l Transition Program
- 5.2m Specialized Tutoring
- 5.2n School newsletter with college/ACT testing information
- 5.2o Pathways Showcase Night (supporting college/career exploration and goal setting)
- 5.2p UNMC High School Alliance

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.

Title I funds will be used to increase the quality and quantity of learning time within and beyond the school in the following ways:

Expanded tutoring - Tutoring will be maintained for one hour after school in the library on Tuesdays, Wednesdays, and Thursdays in English, math, science, Spanish, French, and EL. Additional tutoring opportunities, such as extended hours using Microsoft Teams access. School day tutoring during a study hall block will also be explored, along with services provided by reading/math interventionists. English Learners will have access to additional paraprofessional/bilingual liaison support who can support classroom instruction or facilitate school-to-home communication and connections.

Credit recovery opportunities - Options will be expanded and include summer learning and after school sessions. School day credit recovery options may be expanded to include additional sections of English Review and Consumer Math.

Mental/physical health supports - Additional health office and counseling personnel will work to assess and address physical and mental health factors that negatively impact students' full participation in academic processes. These needs were significant in the past and have been greatly exacerbated by the challenges of the pandemic.

- 6.1a Library tutoring
- 6.1b Scholarship essay help
- 6.1c Next Level Learning
- 6.1d Course catalog with credit recovery options