

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:	Omaha Northwest High School
County District School Number:	011
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)_ MTSS-B, Science, Social Studies, Career Education, School Improvement Plan_
School Principal Name:	Kimberly Jackson
School Principal Email Address:	kimberly.jackson@ops.org
School Mailing Address:	8204 Crown Point Avenue 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 Rey
Superintendent Email Address:	matthew.rey@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 & at least one student if Secondary School)</i> _____ Kimberly Jackson Andrew Webb Shannen Peterson Scott Peters Jill Lewis Stacia Weaver Jennifer Gorrin Josette Lovercheck Daniel Campbell Suzi Busby _____	<u>Titles of those on Planning Team</u> <u>Parent Administrator</u> Building Principal Assistant Principal / Academics Assistant Principal / Academic Coaching Assistant Principal / Clubs & Activities Special Education Department Head Freshmen Academy Coordinator Magnet Facilitator / Teacher Counselor Student Parent _____
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School Information
(As of the last Friday in September)

Enrollment: 1,670	Average Class Size: 24	Number of Certified Instruction Staff: 135
Race and Ethnicity Percentages		
White: 24 %	Hispanic: 13 %	Asian: 17.6 %
Black/African American: 37.4 %	American Indian/Alaskan Native: .8 %	
Native Hawaiian or Other Pacific Islander: .1 %		Two or More Races: 6.3 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 81.6 %	English Learner: 15.6 %	Mobility: 10.1 %

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

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	<p><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>
<p>At Northwest High School we continue to use data provided to us from the district research office and the Omaha Northwest High Magnet School Data Book. While reviewing the Data Book, there are several documents that help use make systemic decisions when it comes to curriculum, instruction, and assessment choices. During strategic planning meetings we review demographics (pg. 1), Attendance (pg. 3), Climate Survey (pg. 5), Discipline (pg. 7), MAP Test data and results (pg.19-49), ACT Results (pg. 49) and Graduation & Dropout Rates (pg. 53). We review and discuss survey data, attendance data, behavior dashboard data, climate data and graduation rates when discussing the needs of our students. All data is used for discussions around failing rates, students at risk, lesson planning and best instructional practice in leadership meetings, department meetings and staff meetings. Ongoing conversations, meetings, and implementations are based off these data points.</p>	
1.2	<p><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>
<p>We have climate surveys and the Northwest Family Survey that greatly helps use identify the different needs for the school building. This specific survey was administered at several parent events like family nights and open house. This survey is available through social media and school website using a user-friendly link and QR Code. The results of this survey is continuously reviewed to adjust actions here at the school. These results are analyzed using Microsoft Forms and reviewed with the leadership team. We also have recent accreditation interviews from parent, staff, student and community groups. The use of feedback from counselors after conducting parent night, college nights and financial aid events is another valuable resource. The information shared with families at these events include: transition from middle school to high school and from high school to post-secondary, the importance of earning high school credits, grade point averages, testing information, access to infinite campus and the parent portal and financial aid. In the PBO folder, there are documents detailing specific needs of parents at our PBO meetings. In this folder are our meeting agendas and minutes from those meetings.</p>	
1.3	<p><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>
<p>We again refer to the school improvement plan (SIP) which focuses on our graduation rate, attendance rate, ACT, MTSS-B, and professional development. We have included the professional development plan that focuses on instructional strategies and best practices. The NWPD Calendar is a document that reinforces all the major components from our previous accreditation and on-going School Improvement Plan goals. Each month staff will focus on different components of the SIP. We conduct monthly PLC's, department meetings, leadership team meetings and staff meetings, that allows for on-going discussions about our school improvement plan, districtwide strategic action plan, professional development, and best instructional</p>	

strategies. The MTSS-B documentation supports our different behavior management strategic planning and implementations. This team meets regularly and addresses ongoing classroom and building student management. This document overviews all of the different tiers of support given and supporting the SIP.

2. Schoolwide reform strategies

2.1	<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>We would again refer to the professional development plan that addresses the plan for student learning. We have a SAT/504 coordinator that communicates with staff, student, and parents, then 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, tutorial sessions, ACT prep, challenge courses to support core curriculum (i.e. challenge math), mentoring and various other community partner activities to support student learning. We offer extra virtual tutoring sessions five days a week with highly qualified teachers. The Northwest Tutoring documents would be used to promote, monitor, and recruit students for our tutoring program. We use a QR Code to track attendance at tutoring. We offer 4 sessions of summer school for students 9-12 and incoming freshmen coming to Northwest High School. The Summer School Parent Letter is an example of documentation that would be sent to all parents to help register students for our summer school program. Our community partners include Avenue Scholars, College Possible, Urban League and Partnership 4Kids that meet regularly with students that are at-risk and/or not meeting academic standards.</p>	

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>
<p>Northwest school improvement plan includes our professional development plan and I believe our professional learning communities are one of the best programs for instructional strategies. The SIP Communication Overview Document describes our current school improvement plan and how it affects student achievement. PLC's are required for our teaching staff and highly encouraged for all support staff and administrative team. Along with PLC's we have a Northwest Professional Development team that creates, develops, and implements best instructional practices. The NWPD Calendar is documentation of exactly how our professional development is delivered every month and how it supports the SIP. Our professional development plan is carried over to department meetings, staff meetings and leadership team meetings. In the NWPD folder, there are examples of agenda, one-pagers, and lesson plans that would be presented and implemented into specific meetings. I believe we also impact our teacher effectiveness through district wide curriculum days, the district wide "on-board" mentoring program, the Take Flight mentoring program (for first and second year teachers) and monthly in-house new teacher meetings. Our coaching and evaluation processes are supported by the academic action plan and the new district strategic action plan. Lastly, coaching visits and data walks are practiced monthly with building leadership in classrooms and meetings to evaluate the effectiveness of SIP and Professional Development meetings.</p>	

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>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.</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>A building level parent engagement policy has been developed and located in the corresponding folder. This document will be up for annual review and subject to improvements as needed. We will host regularly scheduled parent meetings throughout the school year. Parents will have an opportunity to meet with the administrative team and offer feedback on the engagement document on a continual basis. The Northwest Family Survey is continually distributed using a QR Code to receive input and feedback from parents. The NW Family Night Calendar is a document that overviews the different opportunities that parents received to become better involved in the school community and regularly discuss and offer feedback to the Title 1 Parent and Family Engagement Policy. This document is provided in hard copy and on our school website.</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>Our family night event in the beginning of the 1st semester outlined and discussed the participation of Title 1 for the school building in this parent meeting. During this meeting, parents and school leaders discussed on-going preparation for the school year and revised the Title 1 Parent and Family Engagement Policy. During these meetings families were able to gain further information for better family and academic performance. All of the NW Family Night documents found in the folder were promotional documents posted digitally to all Northwest Families. These nights were created and developed based off the Northwest Family Survey conducted in early in the semester. Additionally, our Parent Booster Organization meets monthly to allow further parent involvement in the school community. We continue to discuss Title 1 in these meetings. Found in the PBO folder are documents from all of the meetings and agendas.</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>Northwest has the opportunity to meet students in a district wide high school showcase event held in December and students/families may then participate in January Open House events held at each high school. The 8th Grade Recruitment Letter document is sent to all incoming freshmen students. The NW Freshmen Family Night document was an invitation that was use for an event for freshmen families to come visit the school and meeting available staff. Once students have selected their school of choice our school counselor's go to the middle schools and conducts an orientation session with the students to discuss the following: course options, standards based grading, earning credits, extra curricular activities (fine arts, clubs/activities and athletics) and various other topics that support the expectations of a high school student. Counselor's will then</p>	

return to register students for their course selections, all freshmen students are placed into a career course, as well as the Freshmen Academy course. We offer all freshmen students the opportunity to participate in a freshmen summer transition program that is held during the month of June. The transition letter document is the letter that is sent to all incoming freshmen to register for our Freshmen Jump Start Program. Our first day of school is for freshmen only, in which we coordinate activities to prepare our students for the high school experience. Through-out the semester the counselor's conduct one-on-one meetings with each freshmen student. We also have a freshmen on track committee that keeps an on-going focus on our freshmen students. The freshmen on track program is on-going and we continue to develop and define it to its fullest potential of support. We additionally have a Freshmen Academy coordinator that is building a Freshmen Academy that monitors the progress of our freshmen teachers and students.

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 are prepared for post-secondary by developing their academic planner with the support of their individual counselor. They meet one-on-one with their counselor's through the course of each semester. Students are prepared through class meetings, orientation and registration for courses and the support of the Career Center opportunities. The School Counseling Annual Agreement document explains in great details all the efforts organized help students on their individual transition plans. Other areas of support for post-secondary preparation include Education Quest and the College Access Grant, college visits, visitations by college representatives, Apply 2 College campaign, college planning night, financial aid nights, dual enrollment courses, advanced placement courses, Pre-ACT, ACT, FAFSA, college and career fairs, mentoring programs and the support of our community partners. Our Community Partners include: Avenue Scholars, College Possible, Urban League, Partnership 4 Kids and U-Turn. There are over three different opportunities/activities above each semester for students to plan for their transition plan.

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.

In order for Omaha Northwest to support our students beyond the school day we offer tutoring, collaborative study groups, 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 Northwest 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. Work based learning and internships are other areas of support. Maintaining staff professional development opportunities also support the learning development of our students.