

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 Northwest High Magnet 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 checked="" 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, Science, Social Studies, Career Ed__
School Principal Name:	Thomas Lee
School Principal Email Address:	thomas.lee@ops.org
School Mailing Address:	8204 Crown Point Avenue Omaha, NE 68134
School Phone Number:	402-557-3500
Additional Authorized Contact Person (Optional):	Andrew Webb
Email of Additional Contact Person:	andrew.webb@ops.org
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>
<i>(include staff, parents & at least one student if Secondary School)</i>	
Suzi Busby Thomas Lee Shannen Peterson Anrew Webb Jill Lewis Scott Peters Stacia Weaver Julie Betterton Scott Peterson Jennifer Gorrin _____ _____ _____	<u>Parent Administrator</u> Assistant Principal/Academic Administrator Title I Facilitator/Curriculum Specialist Special Education Department Head Assistant Principal Teacher Counselor Career Academy Advisor Magnet Facilitator Student Student _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 1597	Average Class Size: 28	Number of Certified Instruction Staff: 102
Race and Ethnicity Percentages		
White: 26.7 %	Hispanic: 14.7 %	Asian: 17.4 %
Black/African American: 35.9 %	American Indian/Alaskan Native: .08 %	
Native Hawaiian or Other Pacific Islander: .01 %	Two or More Races: 4.4 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 79.4 %	English Learner: 11.88 %	Mobility: 19.72 %

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	<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 instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Since the 2014 school year we have developed and used data provided to us from the district research office and the Omaha Northwest High Magnet School data book. We use the MAP data to place our incoming 8th graders into the appropriate 9th grade courses. 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.</p>	
1.2	<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 serve as our most valuable tool. 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.</p>	
1.3	<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>We again refer to the school improvement plan which focuses on our graduation rate, attendance rate, ACT and professional development. We have included the professional development plan that focuses on instructional strategies and best practices. We have an advisory team who focus on our career/magnet programs of Law, Government and International Diplomacy. 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 strategies.</p>	

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 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</p>	

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. Our community partners include Avenue Scholars, College Possible, Urban League and Partnership 4Kids.

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
The enclosed documentation verifies that all para-professionals are ESEA qualified.	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
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. PLC's are required for our teaching staff and highly encouraged for all support staff and administrative team. Our professional development plan is carried over to department meetings, staff meetings and leadership team 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.	

5. Strategies to increase parental and family engagement

5.1	<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>
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.	
5.2	<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>
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 2020-2021 school year. Parents will have an opportunity to meet with the administrative team and offer feedback on the engagement document on a continual basis.	
5.3	<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>

A family engagement night will be incorporated for the beginning of the 2020-2021 school year that will inform our families of our participation in Title I and the documentation will be presented to them at this time. We have already informed several of our families through our parent booster organization that we will be participating in Title I for the next school year. This information was first published in our January parent booster organization minutes in which parents and staff signed in to attend.

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</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. 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 return to register students for their course selections, all freshmen students are placed into a magnet career course, as well as the FACTS course. We offer all freshmen students the opportunity to participate in a freshmen summer transition program that is held during the month of June. 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.</p>	
6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p>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. 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.</p>	

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
<p>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). Work based learning and internships are other areas of support. Maintaining staff professional development opportunities also support the learning development of our students.</p>	

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8. Coordination & integration of Federal, State and local services & programs

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>We are supported by the general budget, various grants, magnet funds, alumni supporting funds, fundraising opportunities, parent booster organization and various community resources. All funds are used to support our students educational opportunities academically, athletically, through fine arts and various other clubs and activities.</p>	