OPS School Improvement Plan
2021-2022
High School: **Northwest High Magnet School**

Academic

**Notes district priority

District Vision Every student. Every day. Prepared for success.	**District Mission** Omaha Public Schools prepares all students to excel in college, career, and life.
District Intended Outcome: 1. Using the 4-year cohort graduation rate, we will increase the percent of students who are identified as graduating on time by 2.2 %. (High School) *2017 - 2018 Achievement 78.1% 2019-2020 Goal Achievement 80.3%; Increase of 61 students.* 2. For all NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as "On-Track" or "ACT Benchmark" by 3.6% ELA; 3.9% Math; 3.5% Science (High School) *ELA: 2017 - 2018 Achievement 28.6% 2019-2020 Goal Achievement: 32.2%* ***Math: 2017 - 2018 Achievement:22.2% 2019-2020 Goal Achievement: 26.1%* *Science: 2017 - 2018 Achievement: 30.8% 2019-2020 Goal Achievement: 34.3%*	**School Intended Outcomes for the 21-22 school year** 1. *2017 - 2018 Achievement 74.8% 2021-22 Goal Achievement 77.3%;* 2. *ELA: 2017-2018 Achievement 22.2% 2021-22 Goal Achievement: 26.1%* 3. ***Math: 2017-2018 Achievement: 16.5% 2021-22 Goal Achievement: 20.7%* 4. *Science: 2017-2018 Achievement: 21.3% 2021-22 Goal Achievement: 25.2%*
School Vision The vision of Omaha Northwest High Magnet School, a Community of Learners, is to prepare students for the 21st Century.	**School Mission** The mission of Omaha Northwest High School, a community of learners, is to provide educational opportunities which enable ALL students to achieve and lead in academic success.

School Academic Goal:
Teachers will adjust to teaching in the Block Schedule
Teachers will adjust from blended teaching to post-pandemic in-person learning.
EL Focus: Improve Academics English Language proficiency through speaking, writing, reading, and listening
Students will practice and produce academic language
**It is important to remember that we are returning to a school year after 18 months of inconsistent instruction/learning because of the COVID-19 Pandemic. Data from immediate years past will be skewed thus altering the starting line for comparison and goal setting for the 21-22 school year. Our Primary School Academic Goals will be to meet and exceed the 2017-18 data as collected and reported above. We will also keep in mind there will be a trickle down effect due to all factors with our current and incoming students.

School Department Goals

World Languages:
Increase the number of students and teachers using Target Language to 90% of instructional time.
Measured via classroom coaching visits.
Impact: Demonstrated through increased student success on formative/summative assessment scores.

English
ELA Goal: Increase amount of time students are engaged in reading grade-level text, writing, and academic discourse.
Recommended Action Steps:
Lesson plan refinement/revision that shifts cognitive load to students.
Chunk instruction/text/processes through the gradual release of instruction ensuring students are reading, writing, and conversing throughout.
Use MAP data to determine standards of strength and weakness.
Utilize Curriculum Based Assessments provided by the district and curriculum resources.

Determine and use specific high-leverage strategies to strengthen student engagement and learning in reading, writing, listening and speaking.

Mathematics:
Continue to increase aligned assessments and grading practices from PreAlgebra through Algebra 3-4 by all teachers thus increasing the percentage of students "on track" by 3.9% by the end of summer of 2022.
Action Steps:
Bi-monthly review and assessment of content progress/pacing.
Update/Modify common resource bank for content areas shared by all teachers of each content area

Science Goal:
Based on survey and classroom data (observations, assessment data, etc.), teachers will shift from implementation to institutionalization of science and engineering practices for all students in the 2021-2022 school year.
Strategies and resources to support our goal:
· Checks for understanding
· A+ Curriculum Guides (Foundation boxes, etc.)
· Best Instructional Practices Handbook
· District units and lesson (for applicable courses)
· Helping Students Make Sense of the World Using Next Generation Science and Engineering Practices by Swartz, Passmore, Reiser
· STEM Teaching Tools

Social Studies Goal:
Based on survey and classroom data (observations, assessment data, etc.), teachers will shift from implementation to institutionalization of guided and shared instruction for all students in the 2021-2022 school year.
Strategies and resources to support our goal:
· Best Instructional Practices Handbook
· Chunking of lesson or activity (Block scheduling resources)
· Checks for understanding
· Turn and talks
· Stations
· Cooperative learning
· Quick writes

EL Program Improvement Plan: We believe teachers must provide explicit language instruction that is comprehensible, unlocks how language works, and gives students opportunities to practice and produce academic language. We believe, when provided appropriate scaffolding, Els can participate fully in rigorous lessons and achieve high academic standards. We believe that culturally responsive teaching created an optimal environment where students feel socially connected and intellectually safe, therefore able to take risks.
EL Focus: We teach academic English language proficiency through guaranteed and viable curriculum using content and language learning goals as well as gradual release of instruction with checks for understanding. All EL students will receive English language development instruction utilizing targeted high probability strategies specific to academic language. We will post, share, and review clearly defined, content and language learning goals that are appropriate for the grade and educational needs of students. WE will plan and deliver daily lessons that incorporate academic language tasks. (SWRL with an emphasis on Academic Conversations and academic writing). We will use EL core resources (In the USA, LLI, leveled texts, Academic Talk flip book, Reading A-Z, Inside, Edge, F&P Continuum of Literacy & Prompting Guides)

Building-wide Strategy(ies)
Relationship building (positive relationships, relationships and success)

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Professional Development about teaching in the block.
PD about Guided release of instruction
Advisement topics presented at grade level for each student
Intentional PD based on data collected throughout the school year

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.
Classroom use of technology will be measured at 50% with focus on differentiated instruction in the classroom Student, teachers, and leaders will use technology for 50% of daily work functions Students will be aware of their performance on each of the respective assessed subject areas as well as what their growth goal is. Teachers will provide descriptive feedback to individual students on progress toward their growth goals. Teachers will focus on Guided Release of Instruction Teachers will use teaching strategies discussed in PLC meetings Leaders will regularly monitor MAP data to support teachers and students, initiating data discussions concerning student growth. More teachers will use MAP and other data points to adjust classroom instruction	For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as "At" or "Above" grade level norm by Reading 5.7% Math 6.9% Science 6.6%. For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as "meeting" or "Exceeding" projected growth goals by Reading 4.9% Math 4.7% Science 5.5% For all NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as "On-Track" or "ACT Benchmark" by ELA 3.6% Math 3.5% Science 3.5%. Using the 4-year cohort graduation rate, we will increase the percent of students who are identified as graduating on time by 2.2% Increase the number of students On-Track or College and Career Ready on the PreACT by 5% compared to last year. Coaching visits will look for technology use at 50% class time and differentiated instruction throughout.

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.	
QUARTER 1 Teachers learn digital referral process Teachers learn to work with "sent from class" form Teachers learn and monitor gradebook Leaders and teachers learn and monitor attendance/tardies as well as grade checks Freshman Academy will have have bi-weekly BAG (Behavior, Attendance, Grades) SIP Committee will meet the week after each grade report	**QUARTER 2** Using MAP Growth reports and PreACT data and other data points. Sharing out other data points for cross curricular adjustment.
QUARTER 3 Applying and analyze MAP Growth reports and other data points for use in classroom instruction.	**QUARTER 4** Evaluate MAP Growth reports and other data points. Plan for next school year

Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?

11/17/2021

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Attendance

District Attendance Intended Outcomes:
Promoting and increasing daily student attendance, our district will increase the number of students in the NOT CHRONIC (green) domain by **2%.**
2018-2019 Achievement: 47.16%   2019-2020 Goal Achievement: 49.16%

School Attendance Goal:
Our school will increase the number of students in the NOT CHRONIC (green) domain by 2%. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95.
2018-2019 Achievement: 33.09%   2021-22 Goal Achievement: 35.09%

Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):
- Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, school support liaison, counselor, social worker, dean, interpreter, attendance secretary and other staff appointed by the principal. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- The Attendance Team will meet bi weekly to review attendance dashboard data, identify and meet with students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- Implement Success Mentoring Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- In Class Today (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.
- Staff engage daily with students promoting and recognizing attendance - Teachers/Staff use methods to ensure all students feel welcome - Teachers provide positive feedback to support daily attendance and promote future attendance - Teachers record attendance daily and immediately following start bell - Secretarial staff record attendance daily and immediately per BOE Policy - SSLs plan and facilitate bi weekly attendance meeting - Attendance Team members attend bi weekly Attendance Meetings and complete assigned tasks - Building Leaders attend SSL Facilitated Attendance Meetings - SSLs attendance and presenting attendance information at staff meetings and update Leadership team. - School Counselors, Deans, Administrators make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services Contact log. - Attendance Team members complete assigned steps for students missing 10 or more absences to meet state attendance statute.	- Review Attendance Dashboard data during bi weekly attendance meeting. Green dashboard section to increase throughout the year. - Review of Attendance Spreadsheet for students missing 10 days or more. During bi weekly attendance meeting. - Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint

11/17/2021

- Awareness and communication of Strive for 95 for students, parents, staff.
- Staff will encourage students and families to view and update contact information each semester

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.

- **Bi Weekly attendance meetings. Review of current students reaching 10 day milestone.**
- **Attendance dashboard- meet with students in the yellow zone to increase Strive for 95 outcome by the end of the year.**
- **Quarterly attendance updates with Leadership team.**
- **Attendance bi weekly meeting with community partner- YAN Urban League. Establish students to be working with YAN program.**

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Multi-Tiered System of Support for Behavior

District Intended Summative Outcome:	
Increase the use of MTSS-B Essential Components and Effective Classroom Practices to increase learning time and improve classroom behavior. Resolutions for events entered in Infinite Campus will be reduced by 3% using the Behavior Dashboard. (District-wide, resolutions decreased by 3% during the 21-22 school year.)	
School MTSS-B Goal:	
Tier 1- Increase the use of Effective Classroom Practices and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). Schools will show a minimum increase of 10% in each SAS system: Schoolwide, Non-Classroom and Classroom. 10% is a sign of deliberate change of practice on an anonymous self-assessment. **Tier 2**- Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents. 80% of the students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard.	
Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):	
AQuESTT: Positive Partnerships, Relationships, and Success, Transitions, Educational Opportunities and Access, College, Career and Civic ready; AdvancED: Learning, Leadership, and Resource Capacity Domains	

Strategies: **Tier 1**	**Strategies:** **Tier 2**
• Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices. • Use the MTSS-B Tier 1 handbook created in 2018 and edited for 2021-22 • Attend Tier 1 Summer and TAC Sponsored Trainings. • Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches. • Use schoolwide management strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior. • Staff will consistently follow the school's Behavior Flowchart to address behavior incidents. • Staff will use the "sent out of class" form to document minor offenses where students are sent out of the room	• Assemble a Tier 2 team that will meet the needs of students who need short term targeted interventions. • Develop and use a Tier 2 Action Plan that will guide and document Tier 2 implementation. • Attend Tier 2 trainings. • Identify a staff member who attends Tier 2 Coach meetings. • Maintain Tier 1 strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	
Success Criteria: Tier 1 • Staff will teach, model and practice behavior expectations using the lessons and language from the school's behavior matrix. • Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students. • School-wide acknowledgement system used to reinforce student behavior. • Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.	Success Criteria: Tier 2 • Team will develop decision rules for Tier 2 nominations. • Staff will assist monitoring and implementing Tier 2 interventions. • PD created to teach Tier 2 nominations and follow-up to intervention

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Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.	
Monitoring Progress: **Tier 1** **The MTSS-B Tier 1 team will:** • Monitor the implementation of Tier 1 practices through annual administration of the Self-Assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI). • Use the Behavior Dashboard and other forms of data to determine trends in student behavior.	**Monitoring Progress:** **Tier 2** The MTSS-B Tier 2 team will: • Monitor the implementation of Tier 2 interventions through the annual administration of the SAS and TFI. • Use the OPS Tier 2 Dashboard and other sources of behavior data to monitor fidelity of Tier 2 interventions in order to see an increase in appropriate classroom behavior.
Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based on your results? Each Progress Monitor should have a Monitor and Adjust action.	
Monitor and Adjust: **Tier 1** **The MTSS-B Tier 1 Team will:** • Review Big Five behavior data and create and monitor monthly Solution Plans to increase positive student behavior school wide. • Make needed adjustments to lesson plans, acknowledgement system and other practices. • Provide on-going professional development based on needs identified by the team.	**Monitor and Adjust:** **Tier 2** The MTSS-B Tier 2 Team will: • Review behavior data, implementation fidelity and make needed adjustments to the interventions for students in need of Tier 2 supports. • Meet twice monthly to monitor the efficacy of the selected interventions. • Work jointly with the Tier 1 team to provide professional development on Tier 2 interventions.
Budget/Resource Alignment: What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?	

Wellness

District Intended Wellness Outcomes: Increase the number of wellness strategies implemented district-wide by 2%.	
School Wellness Goal:	
Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy):	
Nutrition Standards Compliance with required Smart Snack guidelines (no food sold from midnight to 30 minutes after dismissal that does not meet the Smart Snack requirement, food label entry into www.healthiergeneration.org/calculator to determine Smart Snack compliance) No food or beverages sold from midnight to 30 minutes after dismissal on a school day unless the food or beverage sold meets the requirement food label entry in www.healthiergeneration.org/calculator used to determine Smart Snack compliance **Nutrition Education:** Educate staff, students, and families about food labels (e.g., showing the amount of sugar in a cup of juice, displaying the calories and nutrition in soft drinks and energy drinks, etc.) Provide reminders about the benefits of increasing water consumption Offer fruit as an alternative to carbohydrate snacks as a treat or snack Increase the focus on farm rather than factory prepared foods Provide recommended list of healthy snack choices to students, staff, parents, and administrators Explain the importance of menu planning and food prep in eating right and avoiding impulse eating Discuss the use of a food diary to track the intake of all foods and their calorie and carb status	Discuss alternative food choices that w[...] interfering with healthy eating Invite a dietician from OPS or a grocery store to discuss healthier eating with students and/or staff members Provide opportunities for families to increase their awareness of healthy eating by having a wellness table at Parent/Teacher Conferences. **Physical Activity:** Provide extra gym/recess time as a reward for good attendance Offer recess before lunch Establish walking groups for staff and/or students PE Teacher provides instruction to school staff on games that include physical activity and can be used with students inside or outside in addition to PE time Allow students time for movement throughout the day (e.g., brain breaks) **School Based Activities that Relate to Nutrition and Physical Activity (i.e., General Wellness):** Present general health and wellness information at regular staff meetings (e.g., stress management, benefits of walking, how to read a nutrition label, etc.) Promote health and wellness messages in school communications (e.g., school newsletter, website, etc.) Avoid scheduling clubs or activities during lunch so students and staff members can enjoy a relaxing lunch
Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	**Monitoring Progress: (Documentation should be kept in the Wellness Binder) What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.**
Increase number of participants in the school's identified wellness activity Increase number of wellness activities offered to students and/or staff members during the school year	Agendas, sign in sheets, and meeting minutes from school wellness committee meetings Wellness Activity Documentation (e.g., number of staff members who participated in a staff meeting in discussion of a wellness topic.)
Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.	
Monthly check	
Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?	