

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

If there are any changes in the red boxed areas, the school MUST submit the Revised Plan to the NDE by April 1st

District Name:	Omaha Public Schools
County Dist. No.:	28-0001
School Name:	Burke High School
County District School Number:	28-0001-005
Grades Served with Title I-A Funds: <i>(PK is rarely served)</i>	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>Attendance Initiatives and Career Exploration</u>
School Principal Name:	Darren Rasmussen
School Principal Email Address:	Darren.Rasmussen@ops.org
School Mailing Address:	12200 Burke Boulevard Omaha, NE 68154
School Phone Number:	531-299-2580
Additional Authorized Contact Person (Optional):	Jennie Meyer, Curriculum Specialist
Email of Additional Contact Person:	Jennie.Meyer@ops.org
Superintendent Name:	Mr. Matthew Ray
Superintendent Email Address:	matthew.ray@ops.org

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Jennie Meyer	<u>Parent Administrator</u>
Darren Rasmussen	Curriculum Specialist
Michele Stogdill	Principal
Lalia Hart	Assistant Principal
Josh Stevens	Counseling Director
Laura Gaunt	Dean of Students
Sara Evans	Curriculum Specialist
Melanie Boudreault	Assistant Principal
Montana Renter	Parent
Lea Hanson	Counselor
_____	Student
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 1611	Average Class Size: 28	Number of Certified Instruction Staff: 90
Race and Ethnicity Percentages		
White: 43 %	Hispanic: 17 %	Asian: 3 %
Black/African American: 28 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: .03 %		Two or More Races: 8 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 46 %	English Learner: 10 %	Mobility: 6 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
ACT	
ELPA	
MAP	
Confirm all Instructional Paras are Highly Qualified according to ESSA.	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Date Reviewed: _____

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

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>Each year, Burke High receives a Data Book from our District Research Department which includes demographic and assessment data. The School Improvement Planning teams at Burke use this data to develop school improvement goals for the following school year. Professional development is conducted during faculty meetings, department meetings and academy meetings. Part of these meetings include analyzing on-track data for individual academies and students (as attached in 1.1 On-Track Data Folder)</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.</i>
<p>The attached school climate survey was administered to families in quarter 4 of the 2022-2023 school year. The survey includes information related to discipline, parent involvement, safety, equity/respect for diversity, and climate. We had 196 parents respond to the survey, which was administered by our school. In addition, our Burke PTO meets monthly to allow families, teachers, and administrators the opportunity to work together to improve our school.</p>	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i>
<p>The Burke High School Improvement Plan is attached in the 1.3 folder. This identifies the on-going efforts that address student needs, as well as identifies success criteria, progress monitoring, and adjusting if needed. We have included our Professional Development Calendar for all faculty that lists the dates of our opportunities for professional development to support our school improvement plan.</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.</i>
<p>Each of our Academy Teams meet weekly to discuss and identify areas of support for individual students. From these weekly meetings, a plan of assistance is put in place for identified students. This plan of assistance may include tutoring opportunities, individual teacher/student conferences, referral to school counselors, home visits, and parent communication. Refer to the Academy Meeting dates and agenda located in Folder 2.1. Additionally, teachers, students, and families participate in the Student Assistance Team process (SAT Process). This process identifies specific areas of needed support and a process for progress monitoring. During this process monitoring, the SAT team may re-convene for additional supports.</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.</i>
<p>Our school improvement plan contains a plan for professional development based on our school needs. A professional development calendar is attached in folder 3.1. Professional development opportunities begin</p>	

when our teachers report for the opening of school and are on-going throughout the school year. Professional development opportunities are provided to paraprofessionals through district trainings. We utilize a teacher coaching rotation schedule to assess and provide feedback to individual teachers to support our school improvement.

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.</i>
<p>When Burke High was identified as a school to receive Title I funds, we assembled our planning team and set up a meeting with our Parent Teacher Organization in March. At this meeting, the School-Parent Compact was shared and families were provided an opportunity to provide feedback. Meetings were held with student groups to share information about what Title I means to our school and the roles of a student in this process. Opportunities for student feedback was provided.</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.</i>
<p>At our March, 2024 Parent Teacher Organization meeting, information was shared about Burke High being designated as a Title I school for the 2024-2025 school year. Parents were provided an opportunity to provide feedback as we plan for the use of Title I funding.</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.</i>
<p>At our March, 2024 Parent Teacher Organization meeting, information was shared about Burke High being designated as a Title I school for the 2024-2025 school year. Parents were provided an opportunity to provide feedback as we plan for the use of Title I funding.</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>In June of each school year, Burke provides an opportunity for in-coming 9th grade students to begin their transition to high school. This "Jump Start" includes 3 days of activities to support the transition into the 9th grade. Our first day of school is designated for freshman students only and incorporates transition activities and opportunities for involvement in school clubs and activities. This freshman only day eases the transition into high school and allows for students to become familiar with the high school schedule. In November, our district provide a High School Showcase that allows families to learn about the specific programs and academies that each school has to offer. This allows incoming students and families to make a informed decision on which route is best for their student. In January, we host an 8th grade Open House that allows students and families to experience an in-depth look at our specific programs and begin to make connections with our school staff. In February and March, school counselors visit middle schools to assist with the registration process for incoming 9th grade students.</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>

Beginning in August of the senior year of high school for our students, a calendar is developed by our counseling team to meet with each individual senior in a 1 to 1 meeting. At this meeting, graduation plans are discussed, credits needed for graduation, and post-secondary plans including steps needed to meet this goal. Our school counseling team communicates frequently and often with emails, newsletters, parent information nights (FAFSA completion and information), and scholarship opportunities. We host a College and Career/Trade Fair each fall and provide all students an opportunity to visit with representatives from colleges and trades. We also provide opportunities for college, union and military representatives to visit our school and meet with students. Our counseling team also provides quarterly in-person meetings with grade levels to share important information and deadlines that need to be met for graduation from high school. Through our Advisory time each day, lessons are provided that are grade-specific to provide important information for post-secondary opportunities.

6. Strategies to address areas of need

6.1	<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.</i>
<p>Burke High students have a variety of opportunities to increase the amount of quality learning within and beyond the instructional day. Each student is provided with an Ipad that has built in Wi-Fi capabilities. Students are provided opportunities for 24/7 tutoring through "Paper", which is an on-line tutoring platform that allows students to get "live" in-person assistance in a wide variety of subjects. Burke High also provides opportunities for in-person tutoring after school hours weekly. We also have The Teen Center, which is an established 501(C-3) that has been supporting Burke High students since 2007. The Teen Center's Mission is to foster opportunities for students through purposeful after-school programming, offering a dynamic blend of education, exposure, and mentorship.</p> <p>Burke High offers a variety of after-school educational clubs that are provided to students. Next Level Learning is a summer program that provides opportunities for students for credit-recovery and credit accrual. This opportunity allows students to maintain on-track status toward graduating from high school. ACT Test Prep Courses offered to students leading up to our annual ACT testing day are provided to our Junior level students.</p>	

7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
N/A	