

**OPS School Improvement Plan
2020-2021
High School: South High**



Academic

**Notes district priority

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| <p><u>District Vision</u> Every student. Every day. Prepared for success.</p> | <p><u>District Mission</u> Omaha Public Schools prepares all students to excel in college, career, and life.</p> |
| <p><u>District Intended Outcome:</u> 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) <i>2018 - 2019 Achievement 77% 2019-2020 Goal Achievement 79.2.%.</i></p> <p>1. 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)</p> <p><i>ELA: 2018 - 2019 Achievement 33% 2020-2021 Goal Achievement: 35%</i> <i>**Math: 2018 - 2019 Achievement: 30% 2020-2021 Goal Achievement: 33%</i> <i>Science: 2018 - 2019 Achievement: 43% 2020-2021 Goal Achievement: 46%</i></p> | <p><u>School Intended Outcomes</u></p> <p>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%</p> <p>2018-19 Achievement 71.7% 2019-2020 Achievement TBA-70.94% 2020-2021 Goal Achievement 73.7% 73.14</p> <p>For NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percentage of students who are identified “On Track” or ACT Benchmark by 3%.</p> <p>ELA: 2018-2019 Achievement 26% % 2020-2021 Goal Achievement 29% **Math 2018-2019 Achievement 22% 2020-2021 Goal Achievement 25% Science: 2018-2019 Achievement 26% 2020-2021 Goal Achievement 29%</p> <p><i>need current data to refer to</i></p> |
| <p><u>School Vision</u> Every student. Every day. Prepared for success.</p> | <p><u>School Mission</u> The mission of Omaha South High Magnet School is to prepare all students to reach their highest academic potential, develop skills in technology, demonstrate creative expression, and practice respect for others.</p> |
| <p><u>School Academic Goal:</u></p> <p>Teachers will shift from the awareness/introductory stage to skill development in using checks for understanding during block instruction, maximizing the use of engagement techniques throughout all lessons.</p> | |
| <p><u>School Department Goals</u></p> <ul style="list-style-type: none"> English: Teachers will shift from skill development to implementation stage in using text dependent analysis. Math: Teachers will shift from skill development to implementation stage in using academic discourse. Science: Teachers will shift from awareness to skill development stage in using three-dimensional instruction. | |

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| <p>Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):</p> <ul style="list-style-type: none"> • Schools use academic, attendance and behavior data to provide support for students, successfully transitioning to the next grade level. AdvancEd: Leadership and learning and Resource Capacity Domain. AQuESTT: Assessment, College, Career, and Civic Ready, Educational Opportunities and Access, Transitions, Positive Partnerships, Relationships and Success. • Teachers will use checks for understanding to plan and deliver instruction during block instruction. AdvancEd: Leadership and Learning Capacity Domains; AQuESTT: educator Effectiveness, Assessment • Teachers will use strategies from the book “Differentiated Instructional Strategies for the Block Schedule” by Gregory & Herndon Homeroom MTSS-A support • Homeroom MTSS-A support | |
| <p>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</p> | <p>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.</p> |
| <ul style="list-style-type: none"> • Increase the number of students On-Track or College and Career ready on PreACT/ACT. • Increase the number of students passing classes. | <ul style="list-style-type: none"> • 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 3%. • 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 3%. • 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%. • 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. • Increase the number of students passing classes in all subject areas for each grading period. |
| <p>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.</p> | |

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| <p>QUARTER 1</p> <ul style="list-style-type: none"> • Grades evaluated and analyzed by teachers at least once every grading period. • Leadership team will provide relevant instructional coaching during instruction with specific emphasis on new teachers and those who request additional assistance. • Teachers will use protocol to help them analyze grades, assessment results, etc. during PLCs bi-monthly and identify next steps or interventions to help students achieve academic success. • Leadership team will review course failure rates and discuss measures to decrease failure rates. | <p>QUARTER 2</p> <ul style="list-style-type: none"> • Grades evaluated and analyzed by teachers at least once every grading period • Continue instructional coaching visits. Discuss results/trends at department head meetings. • Review school report card data, including departmental engagement factor, daily attendance, tardies, course failure percentage, mean GPA (9-12) and behavior data. Discuss with leadership team and present to staff in departments. • Professional learning centered around checks for understanding/engagement during department/PLC meetings. • Leadership team will review course failure rates and discuss measures to decrease failure rates. • |
| <p>QUARTER 3</p> <ul style="list-style-type: none"> • Coaching visits, including classroom routines and procedures, checks for understanding (shared/guided) evaluation conducted for on-cycle teachers. • Continue instructional coaching visits. Discuss results/trends at Leadership team will review course failure rates and discuss measures to decrease failure rates. • Professional learning centered around checks for understanding/engagement during department/PLC meetings. • Review school report card data, including departmental engagement factor, daily attendance, tardies, course failure percentage, mean GPA (9-12) and behavior data. Discuss with leadership team and present to staff in departments. • | <p>QUARTER 4</p> <ul style="list-style-type: none"> • Leadership team reviews coaching data to identify trends in instructional practices and results from individual content area departments. • Professional learning centered around checks for understanding/engagement during department/PLC meetings. • Review school report card data, including departmental engagement factor, daily attendance, tardies, course failure percentage, mean GPA (9-12) and behavior data. Discuss with leadership team and present to staff in departments. • Review available MAP, PreACT and ACT results and engage in action planning. |
| <p>Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?</p> | |
| <p>Title 1 Teachers collaborate and plan together for block instruction. Time allocated during the week for PLC time. (late start or early release on Wednesday given District approval). Standards-based gradebooks by course.</p> | |

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: 46.2 2019-2020 Goal Achievement: Not available 2020-21 Goal: Not available

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: 34.09% 2019-2020 Achievement: 37.83% 2020-21 Goal Achievement: 25.58% 2021-2022 Goal Achievement: 35%

Our school will decrease the number of students in the SEVERE (red) category so that it is no more than 20% of the student body. (2% decrease from 2018-2019)

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, dean of students, counselor, social worker, 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 weekly to review attendance dashboard data, identify 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)
- Packer Partner mentors will meet regularly with their assigned students to reinforce regular attendance and reward positive change in behavior.

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?

- 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 weekly attendance meeting
- Attendance Team members attend weekly Attendance Meetings and complete assigned tasks
- Building Leaders attend SSL Facilitated Attendance Meetings
- Building leadership presents attendance information at staff meetings
- School Counselors and staff make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services Contact log.
- Dean of students make phone calls to parent/guardian of students who have reached 10-day milestone and document in Student Service Contact log.

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.

- Review Attendance Dashboard data during weekly Attendance Meeting
- Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint

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- Monitor and process attendance milestones and County Attorney Referrals.

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.

Multi-Tiered System of Support for Behavior

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| <p><u>District Intended Summative Outcome:</u> 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.</p> | |
| <p><u>School MTSS-B Goal:</u> 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.</p> | |
| <p><u>Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):</u> AQuESTT: Positive Partnerships, Relationships, and Success, Transitions, Educational Opportunities and Access, College, Career and Civic ready; AdvancED: Learning, Leadership, and Resource Capacity Domains</p> | |
| <p><u>Strategies:</u> Tier 1</p> <ul style="list-style-type: none"> • Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices. • Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity. • Attend Tier 1 Trainings. • Building Coach(es) 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. (Safe and Healthy Schools/Boystown) • Staff will consistently follow the school's Behavior Flowchart to address behavior incidents. | <p><u>Strategies:</u> Tier 2</p> <ul style="list-style-type: none"> • Tier 2 team 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. • Staff member will attend 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. (Safe and Healthy Schools/Boystown) |
| <p><u>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</u></p> | |
| <p><u>Success Criteria:</u> Tier 1</p> | <p><u>Success Criteria:</u> Tier 2</p> <ul style="list-style-type: none"> • Team will develop decision rules/referral process for Tier 2 nominations. |

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| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Staff will assist monitoring and implementing Tier 2 interventions. |
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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.

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| <p>Monitoring Progress: Tier 1 The MTSS-B Tier 1 team will:</p> <ul style="list-style-type: none"> • 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. | <p>Monitoring Progress: Tier 2 The MTSS-B Tier 2 team will:</p> <ul style="list-style-type: none"> • 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. |
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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.

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| <p>Monitor and Adjust: Tier 1 The MTSS-B Tier 1 Team will:</p> <ul style="list-style-type: none"> • 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. | <p>Monitor and Adjust: Tier 2 The MTSS-B Tier 2 Team will:</p> <ul style="list-style-type: none"> • 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. |
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Budget/Resource Alignment: What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

Title 1

The South High staff will build consensus as a community to address our social responsibility to dismantle systemic barriers that prohibit our ability to provide equal opportunities for all students that prevent them from achieving at their highest potential.

Staff will engage in Minnesota Humanities course offerings and professional learning throughout the school year to identify and break down barriers and build consensus.

Safe and Healthy School Initiative/Boystown Training for all staff.

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Wellness

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| <p>District Intended Wellness Outcomes: Increase the number of wellness strategies implemented district-wide by 2%.</p> | |
| <p>School Wellness Goal:</p> | |
| <p>Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy):</p> | |
| <ul style="list-style-type: none"> <p>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</p> <p>Covid Safety – The South High staff will build consensus as a community to address our social responsibility to dismantle systemic barriers that prohibit our ability to provide equal opportunities for all students that prevent them from achieving at their highest potential.</p> <p>The South High staff will build consensus as a community to address our social responsibility to dismantle systemic barriers that prohibit our ability to provide equal opportunities for all students that prevent them from achieving at their highest potential.</p> | <p>School Based Activities that Relate to Covid Safety Procedures: Staff and students will follow the most current district guidelines for Covid-19 safety procedures.</p> <p>Mental Health for Students – Students will learn strategies for emotional well-being and will be made aware of available resources available for students and staff,</p> <p>Promote Healthy Lifestyle among staff – EAP, insurance, and EHA resources, social activities</p> |
| <p>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</p> | <p>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.</p> |
| <p>All staff and students will follow all directional and procedural requirements for the safe operation of the school.</p> | <p>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.)</p> |
| <p>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.</p> | |
| <p>Daily compliance monitoring and reteaching.</p> | |
| <p>Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?</p> | |

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