

Academic

**Notes district priority

<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> 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) <i>2020-2021 Achievement ~ 2021-2022 Goal Achievement ~ Increase of ~students.</i> 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) <i>ELA: 2020-2021 ~% 2021-2022 Goal Achievement: ~%</i> <i>**Math: 2020-2021 Achievement:~% 2021-2022 Goal Achievement: ~%</i> <i>Science: 2020-2021 Achievement: ~% 2021-2022 Goal Achievement: ~%</i> <i>*2021-2022 Data to be supplied by District CIS</i></p>	<p><u>School Intended Outcomes</u> 1. <i>2020-2021 Achievement ____% 2021-2022 Goal Achievement ____%; Increase of #____ students.</i> 2. <i>Certifications: 2020-2021 Achievement ____ 2021-2022 Goal Achievement: ____</i> 3. <i>Dual Enrollment/ Early College Credit: 2020-2021 Achievement: ____ 2021-2022 Goal Achievement: ____</i> 4. <i>WBL/Workplace Learning: 2020-2021 Achievement: ____ 2021-2022 Goal Achievement: ____</i> <i>*Data to be calculated and entered to ensure updated SIP Outcomes</i></p>
<p><u>TSI/ATSI Outcome:</u> (to be utilized only by TSI/ATSI schools)</p>	
<p><u>School Vision</u> To be the destination for “Learning by Doing” in authentic and sustainable career pathways.</p>	<p><u>School Mission</u> To connect students with tomorrow’s careers by integrating real world education with relevant experiences that engage students, community, and industry.</p>
<p><u>School Academic Goal:</u> Increase student career readiness through the completion of student career plans and the attainment of two (2) career ready benchmarks (Career Center’s guiding attainment document w/ benchmarks follows this section)</p>	
<p><u>School Career Field / Pathway Goals</u> Skilled & Technical Sciences: Increase % of Career Ready students. Health Sciences: Increase % of Career Ready students. Communications & Information Systems: Increase % of Career Ready students. **Each pathway within these three career fields will identify two or more career ready benchmark targets and ensure equitable access to all students.</p>	
<p><u>Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):</u> Teachers have daily implementation of Clear Learning Goals and deliver instruction. <i>Cognia: Leadership and Learning Capacity; AQuESTT: Educator Effectiveness, Student Achievement & Growth</i> Teachers incorporate best practices of Assessments and Checks for Understanding. <i>Cognia: Leadership and Learning Capacity; AQuESTT: Educator Effectiveness, Student Achievement & Growth</i></p>	

Leaders and teachers will ensure pathway alignment to Industry and/or Postsecondary with embedded access to credentials. *Cognia: Leadership and Learning Capacity; AQuESTT: Educator Effectiveness, Student Achievement & Growth, Postsecondary, Career, and Civic Readiness, Transitions, Educational Opportunities & Access.*

Implement a Career Readiness Week to ensure Student Career Plan completion. *Cognia: Leadership and Learning Capacity; AQuESTT: Educator Effectiveness, Student Achievement & Growth, Postsecondary, Career, and Civic Readiness, Transitions, Educational Opportunities & Access.*

Use academic data, career readiness access and attainment data, partner engagement data, and attendance data to provide support for students successfully transitioning to career or college. *Cognia: Leadership and Learning Capacity; AQuESTT: Educator Effectiveness, Student Achievement & Growth, Postsecondary, Career, and Civic Readiness, Transitions, Educational Opportunities & Access.*

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.

- Teachers will post and refer to learning goals in every classroom/lab throughout each lesson.
- Teachers will incorporate best practice assessments and checks for understanding throughout each lesson.
- Instructional leaders will focus instructional coaching to include posted learning goals, checks for understanding, and assessments.
- Increase the number of students earning dual enrollment / early college credit.
- Increase the number of students earning industry certifications.
- Increase the number of student workplace learning experiences.
- Increase pathway completors and pathway retention.
- Staff will move from the developing stage to the implementation stage in PLC implementation.
- Staff will participate in quarterly PLC pathway data dive
- Instructional Leaders will complete quarterly SIP Report Card and review with staff to ensure adherence to SIP plan and continued growth.

- By end of 1st quarter 100% of classrooms/labs will have a posted clear learning goal evidenced in lesson plans, data walks, and coaching visits.
- By end of 2nd quarter 100% of classrooms/labs will utilize C4U and best assessments practices evidenced in syllabus, lesson plans, data walks, and coaching visits.
- By end of 2nd quarter, all students will have a Career Plan.
- By end of 2nd quarter, leading data on industry certification attainment (access, participation, and success or on-track%) will be analyzed.
- By end of 2nd quarter, leading data on dual enrollment/early college credit attainment (access, participation, and success or on-track%) will be analyzed.
- Increase career readiness benchmark attainment in pathways by 10%
- Staff will submit PLC agenda and minutes to leadership.
- Quarterly SIP Report Card will be shared, review and posted

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

- Utilizing the instructional coaching template, leaders will review data and supports staff.
- Leaders and teachers will review pathway academic data, career readiness access and attainment data, partner engagement data, and attendance data during PLC deep dives and staff meetings – create SIP Report Card
- Teachers will update grades every two weeks.

QUARTER 2

- Utilizing the instructional coaching template, leaders will review data and determine supports needed for staff.
- Leaders and teachers will review pathway academic data, career readiness access and attainment data, partner engagement data, and attendance data during PLC deep dives and staff meetings – adjust growth metrics as necessary/appropriate.
- Teachers will update grades every two weeks.

<ul style="list-style-type: none"> • Bi-monthly staff meetings utilizing data to focus on career readiness attainment. • Bi-monthly Leadership meetings 	<ul style="list-style-type: none"> • Bi-monthly staff meetings utilizing data to focus on career readiness attainment. • Bi-monthly Leadership meetings
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<p>QUARTER 3</p> <ul style="list-style-type: none"> • Utilizing the instructional coaching template, leaders will review data and determine supports needed for staff. • Leaders and teachers will review pathway academic data, career readiness access and attainment data, partner engagement data, and attendance data during PLC deep dives and staff meetings – implment growth metrics as necessary/appropriate. • Teachers will update grades every two weeks. • Bi-monthly staff meetings utilizing data to focus on career readiness attainment. • Bi-monthly Leadership meetings • Lesson Plan reviews
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<p>QUARTER 4</p> <ul style="list-style-type: none"> • Utilizing the instructional coaching template, leaders will review data and determine supports needed for staff. • Leaders and teachers will review pathway academic data, career readiness access and attainment data, partner engagement data, and attendance data during PLC deep dives and staff meetings – create EOY SIP Report Card. • Teachers will update grades every two weeks. • Bi-monthly staff meetings utilizing data to focus on career readiness attainment. • Bi-monthly Leadership meetings • Annual Review
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Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?

General budget, off-formula dollars, Perkins Grant funds, and partner donations will be aligned to achieve Career Center's career readiness goal.



Career and College Readiness for Life Beyond High School

Students are more than just the number they earn on a standardized test. Our OPS Strategic Plan of Action strives to provide students with rigorous academic programs, personalized and career-specific learning experiences and social and emotional skills that prepare them to be global citizens in an ever-changing world. The scores on standardized tests are one of many potential indicators that demonstrate readiness for life beyond high school. Career Center students learn in a variety of ways and therefore demonstrate readiness in a variety of ways. Career Center looks beyond standardized test scores and use multiple measures to assess and demonstrate that our students are ready to succeed in life beyond high school.

Vision

To be the destination for “Learning by Doing’ in career education

Mission

To connect today’s students with tomorrow’s careers through relevant, real-world education that engage students, community, and industry.

Career Ready

Students are **Career Ready** if they have identified a career interest via completion of a **Student Career Plan** and meet **two** or more of the benchmarks listed below.

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- Attendance
 - Career Pathway Completer
 - Workplace Learning Experience
 - Industry Credential
 - Dual Credit Career Pathway Course
 - CTSO Co-Curricular activity (Skills USA)

Strive for 95 – 95% Attendance for all students

College Ready

Students are **College Ready** if they meet either the academic indicators **OR** standardized testing benchmarks listed below.

Academic Indicators

- GPA 2.5 out of 4.0
- Dual Credit Core Academic Course

Standardized Testing Benchmarks (minimum score)

- ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA Completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs like MCC Career Academies; Senior year Modular Math class; Completion of a math class after Algebra II.

Life Ready

OPS has developed the OPS Portrait of a Graduate that defines six skills every student should be able to know and do upon high school graduation. **Collaborator, Communicator, Critical Thinker, Innovator, Civic & Global Contributor, & Resilient Achiever.** The Portrait of a Graduate and definitions of the six skills are posted on the district’s strategic plan web page.

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%**.

2020-2021 Achievement: _____ **2021-2022 Goal Achievement:** _____

School Attendance Goal:

Increase students who meet the goal of 90% attendance and not miss more than 9 days of school. Our school will increase the number of students in the NOT CHRONIC (green) domain by **2**.

2020-2021 Achievement: _____ **2021-2022 Goal Achievement:** _____

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, 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)
- 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?

- 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
- SSLs attendance and presenting attendance information at staff meetings
- School Counselors make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services 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

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.

Progress monitoring will occur at staff meetings when quarterly report card is shared. Based on results, Career Center administration and staff will work to ensure 90% attendance for all students through use of various parent engagement strategies and communications.

Multi-Tiered System of Support for Behavior

<p>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 17-18 school year.)</p>	
<p>School MTSS-B Goal: Tier 1- Increase the use of Effective Classroom Practices and school wide use of specific positive feedback.</p>	
<p>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</p>	
<p>Strategies: Tier 1</p> <ul style="list-style-type: none"> Maintain a Behavior team that will meet monthly to monitor the fidelity of Tier 1 practices. 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. 	<p>Strategies: Tier 2 – when needed or appropriate</p> <ul style="list-style-type: none"> Assemble a Tier 2 team (when appropriate) that will meet the needs of students who need short term targeted interventions. 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.
<p>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</p>	
<p>Success Criteria: Tier 1</p> <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. School-wide acknowledgement system used to reinforce student behavior. Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students. Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time. 	<p>Success Criteria: Tier 2</p> <ul style="list-style-type: none"> Team will develop decision rules for Tier 2 nominations. Staff will assist monitoring and implementing Tier 2 interventions.
<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>	
<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) Review 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"> Implement Tier 2 interventions when necessary or appropriate through the annual administration of the SAS and TFI.
<p>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.</p>	

**OPS School Improvement Plan
2021-2022**



Monitor and Adjust:

Tier 1

The MTSS-B Tier 1 Team will:

- 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.

Budget/Resource Alignment: What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

General budget, off-formula dollars, Perkins Grant funds, and partner donations will be aligned to achieve Career Center's career readiness goal.

Wellness

<p>District Intended Wellness Outcomes: Increase the number of wellness strategies implemented district-wide by 2%.</p>	
<p>School Wellness Goal: Increase the number of staff wellness activities and implement a wellness committee. Improve student and staff lab safety through utilization of safety/accident score board.</p>	
<p>Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy):</p>	
<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>Nutrition Education: Provide reminders about the benefits of increasing water consumption Increase healthy snack options in vending machines Discuss alternative food choices that will assist in enjoying celebrations without interfering with healthy eating Increase use of healthy snacks for teacher appreciation (i.e. fruit as an alternative for breakfast snacks such as donuts or pastries).</p>	<p>Physical Activity: Establish wellness activities such as walking groups for staff. Allow students time for movement throughout the day (e.g., brain breaks)</p> <p>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</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>Increase number of participants in the school's identified wellness activity(ies) Increase number of wellness activities offered to staff members or students during the school year</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>Monthly check</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>	
<p>General budget, off-formula dollars, Perkins Grant funds, and partner donations will be aligned to achieve Career Center's career readiness goal.</p>	