

**OPS School Improvement Plan
2020-2021**
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High School: Blackburn Alternative Program

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> <ol style="list-style-type: none"> 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. 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% </p>	<p><u>School Intended Outcomes</u> <ol style="list-style-type: none"> 2017- 2018 District identified Blackburn cohort graduation rate _62.07% 2018-2019 District identified Blackburn cohort graduation rate Goal _67.07_ %; Increase of 5%. 2019-2020 Blackburn cohort graduation rate not available as of 6/22/20. 2020-2021 Goal is to increase the District identified Blackburn cohort graduation rate by 3% from 2019-2020. 1. ELA: 2017 - 2018 Achievement _0% 2019-2020 Goal Achievement: _1% **Math: 2017 - 2018 Achievement: _0% 2019-2020 Goal Achievement: _1% Science: 2017 - 2018 Achievement: _0% 2019-2020 Goal Achievement: _1% <p><u>MAP reports not available</u></p> </p>
<p><u>School Vision</u> Every Student. Every Day. Prepared for Success.</p>	<p><u>School Mission</u> The mission of Alternative Education is to assist students to achieve their highest potential through individual, flexible and structured educational experiences designed to enhance their academic growth and foster lifelong learning.</p>
<p><u>School Academic Goal:</u></p> <ul style="list-style-type: none"> Teachers will implement content standard-aligned learning goals with fidelity and consistency and move from awareness to skill development in connecting the learning goal to an essential question to promote inquiry and rigor. 	
<p><u>School Department Goals</u></p> <ul style="list-style-type: none"> English- Teachers will connect the learning goal to an essential (compelling) question to promote inquiry and rigor. Science- Implement learning goals that effectively utilize all three dimensions of NCCRSS Math – Teachers will shift from awareness to skill development in developing purposeful questioning. Reading- Teacher will implement all components of the instructional models (Read180/System 44) and implement effective procedures and routines. 	

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<p>Strategy(ies): Teachers will use learning goals to plan and deliver instruction. Learning goals will be connected to an essential question to promote inquiry and rigor.</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: 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>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>QUARTER 1 Conduct school data walks with the building leadership team and determine what specific coaching and professional learning is needed for staff. During monthly staff and department meetings, staff will engage in professional learning centered around utilizing learning goals and developing essential questions connected to their learning goals. Building leaders will conduct regular coaching visits and provide feedback. Building leaders will review course failure rates during department meetings and discuss supports for students and staff. Building leaders will review lesson plans to determine development needs Building leaders and staff will recognize on-track seniors. Monthly College and Career Champions Senior Meetings (Sept, October)</p>	<p>QUARTER 2 During monthly staff and department meetings, staff will engage in professional learning centered around utilizing learning goals and developing essential questions connected to their learning goals. Building leaders will conduct regular coaching visits and provide feedback. Building leaders will review course failure rates during department meetings and discuss supports for students and staff. Building leaders will review lesson plans and provide feedback. Monthly College and Career Champions Senior Meetings (Nov. Dec.) Building leaders will recognize on-track seniors and honor roll students.</p>

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<p>QUARTER 3</p> <p>Building leaders will conduct regular coaching visits and review coaching data and determine supports needed for staff.</p> <p>Building leaders will review course failure rates during department meetings and discuss supports for students and staff.</p> <p>During monthly staff and department meetings, staff will engage in professional learning centered around utilizing learning goals and developing essential questions connected to their learning goals.</p> <p>Building leaders and staff will recognize on-track seniors.</p> <p>Monthly College and Career Champions Senior Meetings (Jan., Feb.)</p>	<p>QUARTER 4</p> <p>Building leaders will conduct regular coaching visits and review coaching data and determine supports needed for staff.</p> <p>During monthly staff and department meetings, staff will engage in professional learning centered around utilizing learning goals and developing essential questions connected to their learning goals.</p> <p>Building leaders and staff will recognize on-track seniors and honor roll students.</p> <p>Building leaders will conduct regular coaching visits and review coaching data and determine supports needed for staff.</p> <p>Monthly College and Career Champions Senior Meetings (March, April)</p>
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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?

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.

2019-2020 Achievement: 5.34% 2020-2021 Goal Achievement: 7.34%

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)
- NBA (Never Be Absent) positive reinforcement system development.

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
- Building wide participation in NBA –staff and students
- 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
- Reinforce short term goals at the end of each

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
- Attendance Committee meetings to review attendance dashboard data and NBA implementation

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.

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Weekly Attendance Team Meetings and identify barriers to attendance. Identify students in each domain to support.
Monthly Attendance Committee Meetings (NBA)
SAT Meetings
Counselor/Social Worker small groups

Multi-Tiered Systems of Support for Behavior

<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. (District-wide, resolutions decreased by 3% during the 17-18 school year.)</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> <u>Tier 1</u></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. • Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches (Gregory Buelt and Cathy Nelson). • 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. • SITG- Stay in the Game incentive for targeted Tier 1 behavior building wide. 	<p><u>Strategies:</u> <u>Tier 2</u></p> <ul style="list-style-type: none"> • 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 six zoom 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.
<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> <u>Tier 1</u></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. • Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students. 	<p><u>Success Criteria:</u> <u>Tier 2</u></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.

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- School-wide acknowledgement system used to reinforce student behavior (SCORE Cards implemented).
- Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.

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?

Additional resources to support out SITG and SCORE Card programs in support of MTSS-B through the Minnesota Humanities Center School Action Team Meetings and AARP funds.

Wellness

<p>District Intended Wellness Outcomes: Increase the number of wellness strategies implemented district-wide by 2%.</p>		<p>Please note: These are sample goals to be used in conjunction with the binder. The Wellness Binder should hold the documentation (e.g., agendas, sign in sheets, etc.). Wellness Plans and corresponding documentation should be kept for three years.</p>
<p>School Wellness Goal: Increase the number of wellness strategies implemented at Blackburn by 2%</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>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.</p>	
<p>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</p>	<p>Physical Activity: Provide extra gym/recess time as a reward for good attendance Offer open gym time after lunch Establish walking groups for staff and/or students before school 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)</p>	
<p>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</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.) Healthy Parking for staff – designated spots farthest away from the building. Sole mates walking competition for students and staff Promote EHA/Wellness activities.</p>
<p>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</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. 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>		