

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District School Number in the table below.

Date of Review:	1/15/26
District Name:	Omaha Public Schools
School Name:	South High School
County-District-School Number: XX-XXXX-XXX	28-0001-013
Grades Served with Title I-A Funds: (PK is rarely served)	9-12
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☒ Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☒ Other (Specify) Science, Transition (MS-HS, HS-College/Career)___
School Principal Name:	Jodi Pesek
School Principal Email Address:	jodi.pesek@ops.org
School Mailing Address:	4519 S 24th ST Omaha, NE 68107
School Phone Number:	531-299-2780
Additional Authorized Contact Person (Optional):	Susana Lara
Email of Additional Contact Person:	susana.lara@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>
Adriana Morales Jodi Pesek Susana Lara Maureen Gregor Julie Johnson Shawn Hoschar Coral Hannah Mary Espinosa Belen Madera Enedina Manriquez Sheila McClauley _____	<u>Parent Administrator</u> Curriculum Specialist Counseling Director Assistant Principal Instructional Facilitator Dept Head Curriculum Specialist student school counselor Assistant Principal _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 2114	Average Class Size: 28	Number of Certified Instruction Staff: 137
Race and Ethnicity Percentages		
White: 5.8 %	Hispanic: 88.9 %	Asian: .6 %
Black/African American: 3.5 %	American Indian/Alaskan Native: .3 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 76 %	English Learner: 32 %	Mobility: 8.83 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
ELPA21	Climate Survey
ACT	ELEOT
Pre-ACT	
MAP	
Confirm all Instructional Paras are Qualified according to ESSA. ☒ Yes ☐ No	

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> South High utilizes a systematic approach to analyze district and school data, identifying and addressing the needs of our student population. Stakeholders are actively involved in this process to improve student achievement. Deans, counselors, and teachers assess attendance data, which adversely affects academics, to develop an action plan. Advisory teachers discuss grades with their students and assist them in setting academic and attendance goals. ((9th grade Committee on track report, coaching data, ELL Enrollment) South High utilizes ELPA21, ACT, Pre ACT MAP Scores, and an online tool, the Effective Learning Environment Observation Tool (ELEOT), and graduation data to inform professional development and guide coaching conversations. Educators convene consistently with their Professional Learning Community (PLC) to collaborate, analyze student work, and establish a shared focus aimed at enhancing achievement. (South High Data Book 24-25) Data from the climate surveys help inform family engagement. All families are strongly encouraged to establish an Infinite Campus account to monitor academic performance and attendance. Family engagement events offer opportunities for families to create a parent portal. Additionally, the school shares data with families and invites school and community partners to present on resources designed to support student achievement and college and career opportunities. Families also provide input on the school compact. (South High Data book, p 29) In 2025, a Parent-Teacher Organization (PTO) was established to enhance school programs and to increase parental involvement. Parents and educators collaborate to explore methods for supporting students in after-school initiative to increase student/school relationships.
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> Information from parents and community was gathered through district surveys, monthly family engagement meetings, and through parent/teacher conferences. (South High Data book 24-25, p. 9, parent survey, Family Engagement agendas)
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i> The mission of the Omaha Public Schools Strategic Plan of Action centers on preparing every student, every day, for success. At South High, we uphold shared values of equity, results, leadership, accountability, and joy in our daily endeavors. Collaboration among teachers, students, parents, and school leadership has been essential in supporting this plan. The Schoolwide Improvement Plan (SIP) aims to enhance graduation rates, English proficiency, and attendance. Ongoing initiatives at South High include weekly advisement lessons, professional learning communities (PLCs) that emphasize literacy, the implementation of literacy strategies across all classes, the formation of attendance teams, and programs such as Senior Symposium and Senior Success, which are designed to facilitate transitions to college and careers. Tutoring services are offered after school three days a week. Two district management groups (DMG) were formed in order to address attendance concerns. A dedicated call team reaches out families to offer supports for their students who are chronically absent, while family engagement events provide data and opportunities for both student and

parent input to further support the goals of South's SIP. (<https://south.ops.org/about-us/school-improvement-plan>, <https://www.ops.org/oneops/student-and-community-services/attendance/district-management-group-dmg>, leadership agenda, South SIP, OPS Action Plan)

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.

Additional assistance offered to students through the following:

After School Tutoring: Students are strongly encouraged to participate at least twice a week. All subjects are available, and a team of tutors specializes in supporting English learners to enhance their English acquisition and literacy skills. (<https://south.ops.org/students-families/academic-tutoring>)

Freshman Academy/Seminar: All freshmen are grouped and required to participate in a Freshman Seminar, where they acquire note-taking skills, career development, presentation techniques, and writing abilities. Students investigate various career pathways. (<https://south.ops.org/academics/college-career-academies-and-pathways>)

Research indicates that the most significant impact occurs within the classroom, where all educators undergo professional development to apply strategies that enhance productive struggle, foster independence, and improve problem-solving skills. South High leadership regularly have coaching conversations, provide time for teachers to collaborate and listen to student feedback to ensure students are receiving a quality education. Teachers did a book study on Talk Read Talk Write by Nancy Motley and implemented strategies in the classroom from the book. (<https://south.ops.org/about-us/school-improvement-plan>)

Senior Symposium: Seniors engage with representatives from colleges, universities, trade schools, or prospective employers during their lunch period. They also have the opportunity to investigate scholarship opportunities and obtain help with scholarship applications if necessary. (<https://south.ops.org/students-families/daily-announcements>, 12th Grade Fall Meeting)

Senior Success is offered bi-monthly on Saturdays to support seniors and their families with the FAFSA application, scholarships, and to answer any inquiries that families or students may have concerning college or career opportunities. (<https://south.ops.org/students-families/daily-announcements>)

MTSS-B at South High supports students' success by providing tiered supports for attendance, behavior, and social emotional well-being. Through schoolwide initiatives, such as Positive Packer Tickets, students are recognized for demonstrating expected behaviors and contributing to a positive school culture. Attendance is reinforced through recognition celebrations aimed at reducing chronic absenteeism, and parent outreach through phone calls supports a 95% attendance goal while promoting increased graduation rates. South High also provides small group interventions and individualized plans to help every student succeed.

The Attendance Team (DMG) is made up of teachers, counselors, and deans who work together with students encountering attendance difficulties. They utilize positive reinforcement and are supported by the phone team, which focuses on contacting the parents of students who are frequently absent. (<https://south.ops.org/students-families/attendance>)

Academic Literacy-students receive additional support in literacy through this course during their freshman year (<https://south.ops.org/academics/south-high-course-catalog>)

ACT Prep-South High works with 3MT to provide classes for any junior or senior interested in preparing for the ACT. Support is offered in the fall and spring so seniors and juniors have an opportunity to review test taking, math and grammar skills.

Credit Recovery-Credit Recovery is available during the day and after school.
(<https://south.ops.org/academics/south-high-course-catalog>, Credit Recovery Enrollment)

3. High quality and ongoing professional development

3.1

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.

Omaha Public Schools provides ongoing district-wide professional development for teachers during Professional Development days, the Dual Language Institute, the Multilingual Fall Conference, Spanish Immersion courses, Accelerated Teacher Learning, and various learning opportunities offered both in person and online throughout the year. (<https://www.ops.org/oneops/school-improvement/office-of-professional-learning-development>, <https://www.ops.org/oneops/school-improvement/office-of-professional-learning-development/district-level-supports>, SILN Minutes)

Additionally, the district and South High offer support to new educators through the New Teacher Institute. Teachers meet monthly with a teacher lead and meet regularly with their mentor at South High.
(<https://www.ops.org/oneops/school-improvement/office-of-professional-learning-development/staff-induction>, New Teacher Institute Booklet)

South High educators convene a minimum of twice monthly with their Professional Learning Communities to examine student work, develop rubrics, and apply literacy or other instructional strategies in the classroom. Freshman teams meet weekly to analyze data, address student academic and behavioral concerns, and collaborate across the curriculum. (Minutes kept on School Canva account)

South High offers professional development opportunities, book studies, and coaching visits to support teacher capacity. (Coaching plan, PD Email, Teacher Survey for PD)

The district offers paid endorsements through partner universities. All teachers at South are encouraged to get their EL and/or bilingual endorsement.

The district offers leadership development programs such as LAUNCH and the Bilingual Leaders program in which teachers are highly encouraged to apply.

4. Strategies to increase parent and family engagement

4.1

Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.

The School-Parent Compact was jointly developed with contributions from both families and educators. Each fall, families are encouraged to examine the compact and provide feedback, as well as suggest modifications or

updates. In the spring, families are invited to reassess the compact and evaluate the responsibilities of all stakeholders. (School Compact, Family Engagement Policy, Family engagement agendas)	
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>
The parent engagement policy was originally developed with contributions from a team comprising parents, educators, and community partners. Following that initial meeting, a parent team was established, allowing parents and staff members to collaborate in formulating a school engagement policy. Furthermore, parents offer feedback through surveys and monthly meetings to guarantee that the school delivers engaging, relevant, and educational opportunities for families. The parent engagement team, which includes the Title 1 Facilitator, teachers, classified staff, and community partners, subsequently organizes parent meetings that cover a range of topics derived from the feedback from stakeholders. (District Policy Spanish & English, Family Engagement Agedas, Family Action Plan & Sample Presentation to families)	
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>
The annual parent meeting takes place in the fall with a second meeting in the spring to increase parental engagement opportunities. (School Compact, Attendance list, Family Engagement photos)	

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>
South High is committed to ensuring the success of its new students. Each summer, South High offers a 3-day jump start program for incoming freshmen. During the 2021-22 academic year, all middle school students transitioning to South High will participate in Freshman Academy, which is designed to ease their transition into high school, explore career options, and set clear goals to guide them throughout their high school experience. Freshman students are organized into teams to promote relationship building and to monitor their grades, attendance, and behavior. Additionally, Omaha Public Schools has designated the first day as a freshman-only day, providing students with the opportunity to meet their teachers, peers, Packer Partners, and tour the school. (Jump start PPT, Freshman Day Only document) South High also has Packer Partners, a mentoring program comprised of upperclassmen designed to support freshmen. Packer Partners are assigned to a freshman advisement class and meet with students during advisory at least twice a week. During these meetings, they engage in various activities with the freshmen, including grade checks, goal setting, relationship building, and fun activities aimed at helping students feel welcomed and acknowledged. (Packer Mentor email, List of packer Mentors)	
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>
Omaha South High provides resources to assist high school seniors in their transition to post-secondary education or careers. Each fall, counselors meet with every senior to review their credits, discuss post-secondary plans, and ensure they are on track for graduation. Additionally, at least one family engagement night is dedicated to offering information to families with seniors. Furthermore, South High hosts a senior symposium where students can learn about scholarship opportunities, interact with college and career representatives, and ask counselors questions during their lunch period. Senior Success is another resource designed to facilitate this transition. Senior Success sessions are held on Saturdays to assist families with the	

FAFSA, scholarship applications, essay writing, and to address any questions families may have regarding post-secondary education or careers. (Avenue Scholars, Benny's Bulletin, Senior PLP, Senior Symposium)

Omaha Public Schools offers opportunities in which many South High students participate, Career Center, UNMC High School Alliance and Omaha Henry Doorley Zoo Partnerships. In addition, South High welcomes programs such as Avenue Scholars, Nebraska College Preparatory Academy (NCPA) and Jobs for America Graduate (JAG), that provide courses during the day to prepare students for opportunities after high school. (Avenue Scholars, Benny's bulletin, College Possible)

To give students a jump start on college, South High offers advanced placement (AP) and dual enrollment opportunities. (Course Catalog)

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

The combined use of PLCs, ELEOT data, and instructional rounds helps increase both the amount and quality of learning time within the school day. All Professional Learning Communities (PLCs) use the Rapid Improvement Cycle (Plan, Do, Check, Act) process. PLC members plan by identifying a specific student learning need and selecting targeted instructional strategies, do by implementing those strategies in the classroom, check by gathering and assessing formative data to determine the impact on student learning, and act by adjusting teaching based on the results. Additionally, the use of ELEOT data helps PLCs identify targeted areas of instructional improvement, narrowing the scope of SMART goals within the Rapid Improvement Cycle. We also utilize instructional rounds to collect low-inference observational data, which provide teachers with clear, objective feedback to guide instructional improvement. This process supports educators as they implement High-Quality Instructional Materials (HQIM), apply high-leverage instructional strategies, and intentionally increase student engagement. (Academic Action Plan, MTSS-B Action Plan, Course Guide)

Credit Recovery is offered during the school day through student study hall time, allowing students to work toward missing credits without losing access to core instruction. In addition, Credit Recovery is available after school every Tuesday and Thursday. While after-school sessions primarily serve seniors working to graduate on time with their class, the program is open to all students who need additional support to stay on track for graduation. This flexible structure increases access to learning time and supports students with varying academic needs.

School counselors further enhance learning time by meeting individually with every student twice each year. The meetings are critical for addressing individual student needs, reviewing graduation plans, discussing attendance, and connecting current coursework to postsecondary goals. Counselors also provide schoolwide lessons on suicide prevention and postsecondary planning, helping students understand the purpose behind their learning and strengthening engagement during instructional time. (Naviance Course Planner, Junior/Senior counselor meetings)

Attendance teams meet outside of the school day to ensure teacher participation and collaboration. This work has led to increased awareness of student attendance at both school and home. Through celebrations, goal setting, regular check-ins, and lesson development, the attendance team is actively working to improve daily attendance and maximize instructional time. Efforts are also underway to increase community involvement in attendance celebrations, helping to build a schoolwide culture that values and prioritizes consistent attendance and learning. (MTSS-B Action Plan, P&F Engagement Calendar)

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	