



OPHS Principal Advisor Counsel (PAC)

2025-26

Demographics 2025-26

▶ Total enrolled: 2555

▶ Projected: 2537

▶ EL 17.2% 444

▶ L1 114

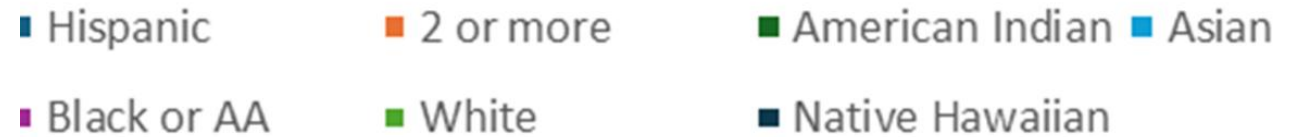
▶ L2 106

▶ L3 170

▶ L4 54

▶ SpED 8.7% 223

2025-26 Demographics



24-25 WIDA Data by grade Met benchmarks or surpassed

Grade level	Total Students	Surpass	Met	Percentage Passed
9th grade	165	85	11	58.2%
10th grade	132	54	8	47%
11th grade	110	43	5	43.6%
12th grade	128	34	7	32%

Exclusionary Discipline: 10% decrease in students receiving exclusionary discipline for all student groups.

	Overall	9th	10th	11th	12th	Asian	Black	Hispanic	White	ELL	SWD
SY22-23	2.07%	3.03%	2.30%	0.90%	1.88%	0.79%	1.06%	2.98%	1.78%	3.00%	2.42%
SY23-24	3.52%	6.12%	4.20%	2.37%	1.15%	0.55%	2.90%	5.56%	1.75%	8.45%	7.60%
SY24-25	2.93%	3.61%	4.70%	1.65%	1.46%	1.33%	1.38%	4.68%	1.50%	5.34%	5.75%

Exclusionary Discipline

Impacts of Exclusionary Discipline

Missed academic content

Poor academic performance

Repeating a grade

Dropping out of school

Becoming involved in the juvenile justice system

Increase in behavioral challenges

Chronic Absenteeism: 5% decrease in students who are chronically absent.

	Overall	9th	10th	11th	12th	Asian	Black	Hispanic	White	ELL	SWD
SY22-23	26.43%	22.11%	25.67%	23.43%	35.63%	18.59%	13.38%	34.38%	25.12%	37.33%	36.29%
SY23-24	24.72%	20.88%	23.59%	25.30%	29.44%	14.68%	12.03%	34.67%	18.56%	37.72%	36.00%
SY24-25	22.20%	17.36%	20.89%	20.83%	29.88%	11.47%	8.94%	31.93%	18.01%	33.23%	32.57%

Chronic Absenteeism

“Chronic absenteeism is defined as **missing 10% or more days of school** in a year. For a district with a 180-day year, this works out to **18 days, or around two days per month.**”

@weareteachers



CIP GOALS

Goal 1: Learning and Achievement for All

1. Learning and Achievement for All

Goal: Increase 11th-grade English Learners' Star Reading growth from 12.1% to 13.1%

Key Strategies:

- Scaffolded instruction aligned with WIDA standards
- Daily Tier 2 vocabulary and structured academic discourse
- Use of WIDA rubrics and tiered assignments
- Professional development for EL and content teachers
- CLT collaboration and administrator feedback

Teacher Target:

100% use structured reading/writing/speaking activities
BOY: 50% → MOY: 75% → EOY: 90%

Student Target:

90% engaged at appropriate rigor using EL Look-for form
BOY: 60% → MOY: 75% → EOY: 90%

Content Objective Verbs

(Essential Understandings)

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
<ul style="list-style-type: none">• Define• Duplicate• Label• List• Match• Memorize• Name• Order• Recognize• Relate• Recall• Repeat• Reproduce• State	<ul style="list-style-type: none">• Classify• Describe• Discuss• Copy• Explain• Express• Identify• Locate• Paraphrase• Recognize• Report• Restate• Review	<ul style="list-style-type: none">• Apply• Choose• Demonstrate• Dramatize• <u>Employ</u>• Illustrate• Interpret• Operate• Practice• Schedule• Sketch• Solve• Use• Write	<ul style="list-style-type: none">• Analyze• <u>Calculate</u>• Categorize• Classify• Compare• Contrast• Differentiate• Distinguish• Examine• Experiment• Group• Question• Simplify• Test	<ul style="list-style-type: none">• Appraise• Argue• Assess• Compare• Criticize• Defend• Estimate• Judge• Justify• Rate• Select• Support• Value• Evaluate	<ul style="list-style-type: none">• Arrange• Assemble• Collect• Construct• Create• Design• Develop• Formulate• Organize• Plan• Prepare• <u>Propose</u>• Set Up• Write

Adapted from Anderson L.W. & Krathwohl D.R. (2001) *A Taxonomy for Learning, teaching and Assessing*.

Abridged Edition. Boston, MA. Allyn and Bacon by the PWCS Office of EL Programs & Services, 2013

Goal 2: Climate and Culture

2. Positive Climate and Culture

Goal: 100% of underperforming 9th graders earn ≥ 5 of 7 credits by June 2026

Key Strategies:

- Create a 9th Grade Success Team (admin, teacher lead, data champion)
- Weekly team meetings to monitor Tier 1–3 interventions
- Common grading and behavior expectations
- Ongoing CHSS training for leadership

Teacher Target:

100% implement data-driven interventions

BOY: 70% → MOY: 85% → EOY: 100%

Student Target:

90% participate in targeted interventions

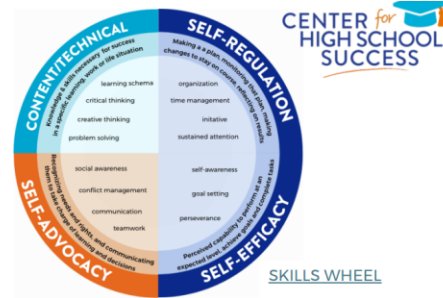
BOY: 70% → MOY: 85% → EOY: 100%

TIER 1 STRATEGY SUPPORT

When a 9th grader starts to struggle academically it's essential to intensify Tier 1 supports before moving to Tier 2.

These are preventative, classroom-embedded, and universally available strategies, but now targeted more intentionally toward students showing early signs of disengagement or difficulty.

These supports focus on re-engaging, clarifying expectations, and removing early barriers.



MOTIVATION & RELATIONSHIP SUPPORTS	
Strategy	Description
Personal Check-ins (2x/week)	Do a quick 1-2 minute check-in during a warm-up, transition, or advisory to ask how things are going and offer encouragement.
Positive Notes or Calls Home	Communicate small wins to families. This strengthens relationships and reinforces student effort.
Interest-Based Engagement	Tie assignments or examples to student interests (music, sports, pop culture, etc.) to rebuild engagement.
Highlight Quick Wins	Set small, achievable goals with the student (e.g., complete today's bell-ringer, stay on task for 15 min) and celebrate success.

ACADEMIC SUPPORT STRATEGIES	
Strategy	Description
Frequent, Timely Feedback	Give weekly progress updates to students (verbally, digitally, or in writing). Make it specific and actionable – e.g., "You've turned in 3/5 assignments – submit the last two by Friday for partial credit."
Modified Assignment Pathways	Offer make-up work, assignment bundles, or alternative ways to demonstrate mastery – with a clear path to recovery. Ensure it's rigorous but achievable.
Small-Group Re-teaching or Mini-Tutorials	Schedule short review sessions during advisory, lunch, office hours, tutorial/flex or in-class time. Focus on 1-2 priority standards at a time.

TIER 2 INTERVENTION SUPPORT

This guide outlines research-based interventions for common Tier 2 level student behaviors while also identifying potential root causes. The listed interventions are designed to provide support rather than prescribe a one-size-fits-all approach. Multiple interventions can be used to develop each skill, and teams are encouraged to design supports specific to the needs of their student(s).

This guide is designed to accompany these essential team tools and processes:

- *Kid Talk Protocol* (Roadmap strategies: 4.2, 7.1)
- *Intervention Tracker* (Roadmap strategies: 7.4)



ROOT CAUSE: BELONGING

If your team suspects a lack of belonging to be a root cause of a student's struggle, prioritize interventions in this area first!

Indicator	Potential Root Cause	Tier 2 Intervention
Frequently disengaged or withdrawn in class	Lacks social connection or feels invisible	Implement peer mentoring or structured small group activities to foster relationships
Avoids participating in class discussions	Fear of judgment or low academic self-efficacy	Use structured turn-taking (e.g., think-pair-share) and scaffold participation with sentence stems
Regularly sits alone during lunch or group activities	Social isolation or lack of peer connections	Facilitate social skills groups or structured lunch groups with peer ambassadors
Often absent or tardy without clear reasons	Low motivation due to feeling unwelcome or disconnected	Conduct check-in/check-out with a trusted adult to build positive relationships
Expresses negative feelings about school (e.g., "Nobody cares if I'm here")	Lacks sense of purpose or connection to school community	Assign a mentor and provide strengths-based goal-setting sessions
Displays frustration or resistance to working with peers	Experiences social anxiety or fear of rejection	Use cooperative learning structures with clear roles and positive reinforcement
Avoids school events or extracurricular activities	Does not feel represented or included in school culture	Personally invite students to join clubs/activities based on their interests and provide low-stakes entry points
Shows distrust toward teachers or school staff	Past experiences of exclusion or lack of positive adult connections	Implement relationship-building strategies , such as 2x10 (2-minute conversations for 10 days)
Displays defensive or disruptive behavior in class	Using behavior to mask feelings of exclusion or vulnerability	Utilize restorative practices and guided reflection to address emotions and build connections

Center for High School Success

Goal 3: Family and Community Engagement

3. Family and Community Engagement

Goal: Increase PTSO membership by 10% (from 50 to 55 members)

Key Strategies:

- Monthly PTSA presence at school events
- Inclusive, multilingual outreach and virtual meeting options
- Create student liaison team and PTSA bulletin board

Implementation Target:

Meet 7/8 rubric indicators (87%)

BOY: 5/8 (62%) → MOY: 6/8 (75%) → EOY: 7/8 (87%)

OPHS Instruction: The Big 10!



Relationships

Know your students by name and by need.

01

02

Instructional Core

Task + teacher + student-aligned



Collaborative learning Teams

Collaboration is key to collective efficacy.

03

04

Mastery Learning

Targeted, focused learning.



Coteaching and Coplanning

One curriculum for all students. Providing access is our collective responsibility.

05

06

Culture of Conversation

Reading, writing, speaking every day.



Success criteria

Do students know what success looks like?
Success precedes motivation!

07

08

Depth of Knowledge

Rigor, plan for it!



Planning and Instruction

Plan with the end in mind. Purpose, Relevance, Impact.

09

10

Feedback

Understood, Heard, Actionable.



OPHS Instructional Plan:
The Big 10?



Happenings and Updates:

- ▶ Football...first time in over 18 years that we are 20...come out to our game Friday night as we celebrate our 50th anniversary
- ▶ Budget: We are on track
 - ▶ Enrollment projected:
 - ▶ Enrollment actual:
- ▶ Areas of focus: relationships, success criteria, collaborative learning teams
- ▶ Cell phones:
- ▶ Security: Fully hired



Upcoming dates:

Sept 12: Varsity football 7 pm

Sept 23: No school Rosh Hashanah

Sept 26: Homecoming game

Sept 27: Homecoming dance

Oct 2: No school Yom Kippur

Oct 13: No school teacher work day

Oct 16: PSAT

Oct 21: No school Diwali

Oct 31: End of Quarter 1



**Happy 50th
Birthday,
OPHS!**

Rooted in **Belief** · Driven by **Purpose** · Focused on **Impact**