Bryan High 2024-2025 School Improvement Plan

OMAHA+ Public Schools

Goal: Increase the percentage of 9th-12th grade students on-track for graduation from 67.7% to 70% by May 2025. "F" in FICA				
Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies (i.e. Schedule this, arrange that, create …) (Lead with a verb)	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress?	**Professional Development:** What will you teach to support effective strategy implementation named?

• Reduction of course failures
• Increase the number of A's, B's, and C's that students earn in courses
	• Calibrate gradebook and assessments during monthly department meetings.
	• Review a quarterly FICA report card that includes building level grade distributions and a breakdown of on-track progress by grade level.
	• Assign a building level mentor to 9-11th grade students that are not on-track to graduate.
	• Utilize Academy Professional Learning Communities (PLCs) to develop individualized student intervention plans.
		• Targeted and individualized student success plans designed to increase successful course completion.
		• Frequent contact and collaboration with students and their guardians to focus on course failure reduction.
		• Progress monitoring of student grades and attendance.
		• Gradebooks updated bi-weekly.
			• Quarterly completion and review of the FICA report.
			  ○ Gradebook data
			  ○ Monthly Single F reports
			  ○ Course failure rates
			  ○ Graduation rates
			  ○ High Dosage Tutoring attendance
			  ○ High School Intervention Indicator tool via Tableau
			  ○ ELPA 21 and EL indicators
				• Building wide literacy strategy used daily in all classrooms.
				• Monthly assessment and gradebook calibration during department meetings.
				• Utilization of "EL Excellence Every Day" as a resource for integrating high yielding instruction strategies into the classroom daily.

- Communicate bi-weekly with parents/guardians whose student(s) is not on-track to graduate.
- Send electronic communication to students and their guardians informing them of high dosage tutoring opportunities offered after school.
- Ensure that all 11th and 12th grade students who are off track are registered for credit recovery.
- Align all grading practices to District Grading Practices.
- Increased use of effective EL practices
- Posted and frequently referenced learning and literacy goals aligned to task.
- Utilization of data protocols that create timely individualized interventions.

"I" in FICA

Bryan High 2024-2025 School Improvement Plan

OMAHA+ Public Schools

Problem Statement: According to the High School On-Track report (higher failure rates) and ELPA 21 data (lower scores in reading and writing domains), there is a significant number of students that are off track to graduate in all grades. We have provided professional learning on literacy and some EL Strategies in the past and as we visit classrooms and analyze student work, we notice varied and inconsistent use of literacy and EL strategies to support all students.

Goal: Increase average Active Learning score on the ELEOT from 2.63 to 3.00 by May 2025.
Goal: Decrease the percentage of failures (Fs) among ELs for mainstream classes from 24% to 15% by May 2025.

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (i.e. Schedule this, arrange that, create …) (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress?	Professional Development: What will you teach to support effective strategy implementation named?

• School Wide EL (SWELL) supports through the usage of daily, building wide literacy strategy of Talk, Read, Talk, Write (TRTW) with scaffolded EL supports as identified in *EL Excellence Everyday* to address the lowest scoring ELPA domains of reading and writing.
• Non-EL endorsed teachers will collaborate with an EL endorsed teacher with
	• Create an ELEOT visit schedule
	• Protect time for "A"cademy meetings, Faculty Workshops, FICA report card, and SWEL
	• Restructure of Faculty Workshops to include EL strategies in a session like format
	• Focus Department Meetings to check efficacy of implementation of
		• Quarterly all staff ELEOT visits
		• Preparation for and review of the FICA report card
		• Monthly implementation of professional development during Faculty Workshops
		• Bi-Monthly PLC ("A"cademy Time) meetings
		• Adoption and implementation of a single literacy
			• Quarterly completion and review of the FICA report
			  ○ ELEOT observations with focus on the Active Learning domain
			  ○ Gradebook distribution for EL and non-EL students
			  ○ Percentage of students with a GPA of 3.0+
				• Provide and utilize ELL strategies to all content areas.
				• Teach a building wide literacy strategy with EL supports
				• Teach Data protocols to monitor course failures

the focus on instructional design. • Improving Active Learning domain on the ELEOT	single literacy strategy • Continue to engage PLC facilitators as leaders	strategy with EL supports used daily • Monthly Department Meetings where literacy strategies are checked • Increase Teacher-Led PD in Faculty Workshops and PLCs		

Bryan High 2024-2025 School Improvement Plan

OMAHA+ Public Schools

Goal: Goal: Increase Positive Referral/Osos de Oros (Golden Bear Awards) by 50 from the previous quarter. Goal: Increase the number of staff nominations by 4 more from the previous quarter. "C" in FICA				
Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies (i.e. Schedule this, arrange that, create …) (Lead with a verb)	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress?	**Professional Development:** What will you teach to support effective strategy implementation named?

• Weekly staff/student recognition
• Create opportunities for stakeholders (staff/students/guardians) to provide frequent feedback to building leadership
• Frequent clear and transparent communication which assists with telling the Bryan High story
• Supporting NTB (New to Bryan) faculty and staff
• Build social interactions among faculty and staff
	• Provide opportunities for staff to provide feedback during all Faculty Workshops.
	• Create quarterly community building events.
	• Identify staff to be recognized as staff member of the week/month.
	• Create time during PLCs for members to identify and recognize student achievement.
	• Provide intentional support for all
		Success Criteria: Evidence of Implementation
		○ Climate Survey results
		○ Limited resignations and/or vacancies
		○ Staff engagement in building level PD and community events
		○ Positive climate and culture
		○ Continued instructional support for teaching staff
		○ 2-year new teacher support program
		○ Staff Daily Note utilized to
			• Quarterly completion and review of the FICA report
			  ○ Staff completing staff recognition survey.
			  ○ OSOS/Positive Referrals
			• Staff climate survey completed annually.
			• Staff attendance/engagement at Faculty Workshops.
			• Frequent feedback to staff through ELEOT visit data
			• Staffing retention reports
			• Increased attendance at each quarterly outing
				• How to submit Positive Referrals and complete OSOs
				• Where to locate links to nominate staff and students for recognition
				• Connect NTB faculty and staff the traditions and culture of Bryan High
				• Communicate quarterly outings

	new teachers, especially new teachers to Bryan High School • Provide intentional quarterly coaching to NTB • Schedule quarterly outing	communicate building initiatives and happenings. ○ Climate/culture check-ins embedded into monthly building and department level PD. ○ Quarterly 2 day visits that included lesson plan review and classroom coaching with NTB ○ Attendance at quarterly outings		

Bryan High 2024-2025 School Improvement Plan

OMAHA+ Public Schools

Goal: By May 2025, we will decrease the baseline chronic absenteeism rate of 61.99% to 52.69%. "A" in FICA				
Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies (i.e. Schedule this, arrange that, create …) (Lead with a verb)	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress?	**Professional Development:** What will you teach to support effective strategy implementation named?

• Track students who are late to school using pink passes and the attendance check-in system.
• Engage with and provide resources for families who have students chronically absent.
• Create a shuttle system from a Metro stop for students before and after school.
	• Align attendance taking practices for students late to school.
	• Align teacher response when students arrive after the bell.
	• Create a list of students who are chronically absent.
	• Conduct bi-weekly attendance meetings to plan for engaging families and providing resources.
	• Audit procedures for when primary
		• Regular attendance and engagement in bi-weekly attendance meetings.
		• Teacher completion of pink slips for students arriving late to school.
		• Teachers completing attendance on time and accurately.
		• See an efficient system for students to report directly to class upon arrival to school.
			• Monitor 5, 10, and 20 day absence reports.
			• Create a weekly report that will identify students who are absent to first block more than 10 times in a school year.
			• Quarterly completion and review of the FICA report
			  o Attendance dashboard
			  o Audit of pink slips
			  o Audit of attendance practices
				• Attendance taking procedures and late start expectations.

	teacher is not in attendance. • Investigate the number of students unable to attend school due to lack of transportation but have access to the Metro bus system, map out routes. • Seek guidance from OPS on Metro bus routes.			