



Bryan High Continuous School Improvement Plan



Problem Statement:

Freshman On-Track (Grades 10–12, maintain Grade 9): Many students in grades 10–12 are currently off track for graduation, often due to course failures and uneven access to timely, effective interventions. At Bryan High, we are committed to ensuring that every student is on-track to graduate. Our data shows that across all grade levels—especially in 9th and 10th grades—students are accumulating course failures at a rate that keeps them off-track for timely graduation. While we have implemented targeted supports such as high-dosage tutoring, progress monitoring through the FICA Report Card, and Freshman Academy celebrations, we continue to observe wide variability in how interventions are implemented and how failure data is used at the teacher level. In our review of grade reports, we note that some students fail multiple courses before meaningful interventions are initiated. Additionally, there is a lack of consistency in how teachers align grading practices to standards and provide feedback for academic recovery. Teachers and counselors are working hard to support students, but systems to identify, intervene, and track students off-track are not always timely or uniform. We believe that building stronger alignment between grading practices, on-track monitoring systems, and Tier 2 interventions will better support students in remaining on the path to graduation.

Root Causes:

- 1. Teachers apply varied expectations for summative, formative, retakes, and assignment weighting, which impacts equity in grading.
- 2. On-track indicators are monitored but not consistently connected to intervention within the classroom.
- 3. The timing and structure of intervention opportunities (e.g., tutoring, Advisement recovery) are not universally understood or applied.

Goal 1: By May 2026, we will improve our on-track rate by 5% from 68.1% to 73.1% for grades 10–12 while maintaining an 80% on-track rate for grade 9.

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 (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? When and with what frequency will we monitor the data?	Professional Development: What will you teach to support effective strategy implementation? Budget Planning
Tighten systems for progress monitoring, early intervention, and feedback to reduce course failures and support academic recovery. Build MTSS structures using MTSS Maturation benchmarks as a guide; document individual interventions in Bear Track	<ul style="list-style-type: none">1. Facilitate calibration of grading practices using shared department protocols (Summative: Formative).2. Implement early warning systems using Single F reports.3. Celebrate and recognize grade-level academic progress.4. Monitor EL failure rates.5. Develop after-school tutoring systems led by classroom teachers.6. Restructure credit recovery and night school.7. Establish SSC testing days to get students on track.8. Document Tier 2/3 interventions in Bear Track for consistency and follow-up	<ul style="list-style-type: none">1. Teachers provide timely grade updates.2. Departments review Single F reports and create follow-up steps to engages students and families in resolving course failures.3. Teachers holding tutoring after school.4. Missing test reports going to SSC5. 10th grade students participating in credit recovery.6. Staff document Tier 2 and 3 interventions consistently in Bear Track.7. Academies review Bear Track and GPA data during scheduled monitoring windows.	<ul style="list-style-type: none">1. Quarterly FICA Report Card2. Grade Window Course Failure Rates3. Quarterly GPA Distributions4. Semester Graduation and Credit reports5. Quarterly Tutoring #s6. Bear Track monitoring tool data (individual student intervention records)7. MTSS Maturation benchmarks	Professional Development: <ul style="list-style-type: none">1. Grading for equity2. Tier 2 intervention planning in Advisement and Academy Meetings3. Using data to identify and respond to early warning signs4. Tutoring promotion at FWs5. Building testing protocols in SSC and promotion to teachers.6. Training on Bear Track use for intervention documentation and progress tracking

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Instruction: Students, especially ELs, are not consistently engaged in academically rigorous discourse or writing tasks that develop deeper thinking and language skills. Due to our high percentage of English Learners and our schoolwide focus on literacy and language development, Bryan High has adopted Talk, Read, Talk, Write (TRTW) as a common strategy to build academic discourse. While we are proud of our shared vision and professional development efforts, we continue to observe an inconsistent use of TRTW routines and EL scaffolds in classroom practice. In our ELEOT data and classroom walkthroughs, we notice that students are not consistently engaged in academic discourse that demands elaboration, explanation, or extended reasoning. Most notably, Active Learning scores remain below our target, with the lowest performance in components related to student collaboration (D4) and discussions with peers and teachers (D1). Additionally, EL students continue to receive disproportionately low grades in mainstream classes, particularly in areas requiring reading and writing. We believe that increasing consistent use of scaffolded academic conversations and writing tasks will support all learners, particularly ELs, in engaging with content at higher levels of thinking. Our teachers are committed but still developing clarity around how to facilitate and monitor effective implementation of these routines across content areas.

Root Causes:

- 1. Teachers without EL endorsements or targeted support report uncertainty about how to integrate scaffolds for reading, writing, and speaking into content instruction.
- 2. TRTW expectations are clear, but implementation and feedback loops vary across departments.
- 3. Prior literacy-focused PDs were not always embedded with peer coaching, planning support, or classroom follow-up.
- 4. Students often lack academic vocabulary or confidence in oral/written expression, especially after returning from absences or extended gaps in learning.

Goal 2: By May 2026, increase the average ELEOT Active Learning score from 2.67 to 3.00 and decrease the percentage of Fs among English Learners in mainstream classes from 21% to 15%, as measured by ELEOT walkthrough data and GPA distributions.

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 (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? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
Build literacy and engagement through peer collaboration using TRTW and EL Excellence Every Day to embed language supports.	<ul style="list-style-type: none">1. Teach and model TRTW in PD and PLCs.2. Pair EL-endorsed teachers with content teachers.3. Use low inference notes and ELEOT to give feedback.4. Create systems to track implementation by department.5. Implement instructional rounds scaled through structured peer observations.6. Increase ACT preparation.	<ul style="list-style-type: none">1. TRTW and scaffolds visible in daily lessons.2. ELEOT data shows student talk and collaboration.3. Peer coaching logs and PLC planning artifacts show language support.4. Academy meetings include a focus on instructional Rounds with structured debriefs and thematic analysis.5. An increased conversation around ACT efforts and strategies to grow.	School Wide Grade Level Collaborative Team	<ul style="list-style-type: none">1. Two Instructional Rounds2. Quarterly ELEOT walkthroughs (Domain D)3. Grading Window GPA distribution for ELs4. Monthly Student work samples5. Quarterly Peer coaching participation data.	<ul style="list-style-type: none">1. Instructional Rounds2. TRTW and EL scaffolding3. Peer coaching model using SWEL4. Data analysis of EL achievement5. Analyze student work by content area during Academy Meetings, using aligned low-inference notetaking protocols.6. ACT preparation year-round.

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Problem Statement:

Climate and Culture: At Bryan High, we aim to cultivate a positive and inclusive school culture that uplifts students and staff. Over time, we have implemented multiple recognition systems including Osos de Oro referrals, Students of the Month, Teachers of the Week (belts), Teachers of the Month, and student celebrations by academy. Yet, when we analyze nomination and referral data, we see an uneven level of engagement by staff and departments, and inconsistent reach across the student body. Through staff feedback and observation, we sense a “plateau” in our schoolwide recognition efforts—staff appreciate these systems but are unsure of how to consistently engage with them or how they connect to broader goals of student success. Students report feeling valued by individual teachers but may not always feel recognized by the school at large. We believe that a more intentional connection between recognition practices, classroom instruction, and academy identity could foster deeper belonging and a culture of mutual celebration.

Root Causes:

- 1. Recognition systems are present but may lack visibility or consistency across content areas. Participation data shows that some students and departments consistently engage, while others rarely do.
- 2. New staff are often unfamiliar with Bryan’s culture of celebration and do not always receive clear guidance on how to participate.
- 3. Opportunities for reflection and collaboration around recognition practices are limited in staff meetings and PD.
- 4. Students report that celebrations sometimes feel disconnected from daily classroom experiences or academic progress.

Goal 3: By May 2026, increase student and staff engagement in schoolwide recognition systems by raising Positive Referrals/Osos de Oro by 50 each quarter and increasing staff nominations by 4 each quarter.

<u>Strategy:</u> What will we focus on to achieve our goal-our commitments?	<u>Actions:</u> To do list: things we need to do to implement our strategies (Lead with a verb)	<u>Success Criteria:</u> What are we expecting to see and hear from the leadership team and teachers?	<u>Progress/Outcomes</u> What evidence will we use to monitor student progress? LINK to monitoring sheet within each Toolkit Here		<u>Professional Development:</u> What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
Reinforce a building-wide culture of belonging by embedding recognition into instructional routines, staff meetings, and academy practices.	<ul style="list-style-type: none">1. Coach teachers on integrating daily and weekly recognition into classroom culture.2. Monitor and analyze referral and nomination data for equity of participation.3. Plan quarterly community-building events for staff and students.4. Build a system for submitting Osos to Office 100.	<ul style="list-style-type: none">1. Increase in number of staff and students nominated.2. Regular celebrations visible in classrooms, newsletters, and staff meetings.3. Staff feedback indicates increased connection to Bryan identity.4. Streamline OSO referral forms and maintain a consistent weekly collection system.5. Public announcements of winners.	School Wide Grade Level Collaborative Team	<ul style="list-style-type: none">1. Referral and nomination submission logs review2. Climate and culture check-in data semester3. Quarterly staff attendance at events4. Feedback from MTSS-B surveys	<ul style="list-style-type: none">1. Inclusive celebration practices2. Use recognition to strengthen academic identity and build consistent systems for Oso submissions.

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Problem Statement:

Attendance/Chronic Absenteeism: Chronic absenteeism remains a persistent barrier to student learning and graduation readiness at Bryan High. Despite implementing layered interventions—such as hall sweeps, Operation Start on Time, attendance committee outreach, and Advisement—our attendance rate has remained stubbornly below target. First block data shows a high rate of tardiness that disrupts learning momentum from the start of the day. Through family outreach and student feedback, we understand that attendance challenges are rooted in both logistical barriers (transportation, caregiving responsibilities) and emotional disconnection (lack of motivation, disengagement from school). While our team works hard to contact families and encourage attendance, we lack real-time instructional strategies in classrooms that re-engage students returning from absence. We believe that improved consistency in teacher-level re-engagement strategies and classroom culture will help reduce absenteeism by making school a more predictable, supportive, and meaningful place for students.

Root Causes:

- 1. Tardy rates during the first block reduce momentum and contribute to disengagement early in the day.
- 2. Some classroom routines do not include systems for welcoming or reintegrating absent students.
- 3. Chronic absenteeism is viewed primarily as an administrative issue rather than a shared instructional challenge.
- 4. Communication about the academic impact of absence is inconsistent between school, teacher, student, and home.

Goal 4: By May 2026, decrease chronic absenteeism rate from 58.35% to 53.35% and increase percentage of students missing fewer than 15 days to 70%.

<u>Strategy:</u> What will we focus on to achieve our goal-our commitments?	<u>Actions:</u> To do list: things we need to do to implement our strategies (Lead with a verb)	<u>Success Criteria:</u> What are we expecting to see and hear from the leadership team and teachers?	<u>Progress/Outcomes</u> What evidence will we use to monitor student progress? LINK to monitoring sheet within each Toolkit Here		<u>Professional Development:</u> What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
Strengthen instructional practices and daily routines that encourage student attendance and re-engage students after absence.	<ul style="list-style-type: none">1. Implement Attendance Navigator role at Bryan High.2. Implement first block welcome routines.3. Align classroom reintegration practices.4. Track and follow up on hall sweep and early attendance data.5. Promote positive messaging through Advisement and MTSS-B.6. Set and monitor At-Risk student goals in collaboration with school counselors.7. Create accountability systems for students with Early Release.	<ul style="list-style-type: none">1. Students welcomed and engaged during first block.2. Teachers use systems to help students catch up.3. Fewer chronic absenteeism flags each quarter.4. Monthly school counselor interventions.5. Documented early-release sign-outs and clear accountability practices.	School Wide Grade Level Collaborative Team	<ul style="list-style-type: none">- Attendance dashboard- First block check-in audit- Student/family feedback Monitoring Frequency: <ul style="list-style-type: none">- Weekly attendance team meetings- Monthly dashboard analysis- Quarterly culture check-ins-Monthly SC intervention log reviews-Monthly review of ER sign outs	<ul style="list-style-type: none">1. Re-engagement strategies2. Trauma-informed classroom practices3. Attendance as instructional practice.4. Early Release sign-out/checkout system.

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