

# Title I Schoolwide Plan

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

*To complete text areas click in grey box and type*

District Name:	Omaha Public Schools
County Dist. No.:	28-0001
School Name:	Bryan High School
County District School Number:	28-0001-003
School Grade span:	9-12
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify)_Science/Freshman On-Track/ Career Academies/MTSS-B__
School Principal Name:	Rony Ortega
School Principal Email Address:	rony.ortega@ops.org
School Mailing Address:	4700 Giles Road Bellevue, NE 68157
School Phone Number:	531-299-2540
Additional Authorized Contact Person (Optional):	James Cunningham
Email of Additional Contact Person:	james.cunningham@ops.org
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>  Maria Lopez James Cunningham Maria Calderon Katie McWilliams Elisa Booth Tara James Melissa Gates Jennifer Cuddy Katie Mauseth Rony Ortega Mitchell Gates  _____	<u>Titles of those on Planning Team</u>  <u>Parent Administrator</u>  Building Bilingual Liaison Curriculum Specialist Curriculum Specialist OPS Title 1 Office Assistant Principal/Parent Instructional Coach Dean of Students Principal Student  _____
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**School Information**  
*(As of the last Friday in September)*

Enrollment: 1721	Average Class Size: 28	Number of Certified Instruction Staff: 105
<b>Race and Ethnicity Percentages</b>		
White: 13.1 %	Hispanic: 70.6 %	Asian: 1.1 %
Black/African American: 11.5 %	American Indian/Alaskan Native: 0.4 %	
Native Hawaiian or Other Pacific Islander: 0.2 %		Two or More Races: 3.1 %
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 85.5 %	English Learner: 13.3 %	Mobility: 8.1 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>MAP</b>	<b>FICA Report Card</b>
<b>Pre-ACT</b>	<b>Self-Assessment Survey (SAS)</b>
<b>ACT</b>	<b>Freshman On-Track Reports</b>
<b>ELPA</b>	<b>Climate Survey</b>

*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Place documentation in corresponding folder on flash drive to support the narrative.*

**1. Comprehensive Needs Assessment**

<b>1.1</b>	<p><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></p>
<p>Through interviews and the high-impact classroom observation assessment tool, data was collected and analyzed to assist with the development of a Target Focus. Through this process student engagement was identified as a deficiency. The SIP team collaborated to create a Target Focus goal addressing this deficiency. The Target Focus was designed to address the concerns of low student engagement and centers around developing students to be self-sufficient, critical thinkers. In addition, strategies focusing on a higher rate of student talk time in classrooms has been a focus for increasing student engagement (see High Impact Survey).</p> <p>In ninth and tenth grade, students monitor their academic proficiency in math, science and reading through MAP testing and goal setting. MAP tests are adaptive tests administered three times a year. Students receive instant feedback with their MAP score. Teachers work with students to interpret the data and set individual growth goals. MAP progress reports are provided to parents at parent teacher conferences, showing a student’s progress over time. The school’s academic data representative tracks grade level MAP assessment trends and provides training to teachers to best use the data to adapt instruction. Growth considerations are given to race/ethnicity, free/reduced lunch status, special education, and ESL. The math, science and reading data and goal setting reinforces the focus on self-sufficient, critical thinkers (see data book pages 19-23). Individual student data can be used to course placement both for honors level and remedial support such as reading classes.</p> <p>The MTSS-B (Multi-Tiered Systems of Support for Behavior) team utilizes process, perceptions, and results data to guide and modify behavioral instruction. Staff Members are asked to take the SAS (Self-Assessment Survey) every year. This survey is divided into four parts: School-Wide, Classroom, Individual Student, and Non-Classroom Settings. In addition to the survey, the MTSS-B team completed the TFI (Tiered Fidelity Inventory). Part of the TFI involves external evaluators interviewing students and staff about specific features of the MTSS-B plan, their results are submitted to the team. The SAS and TFI align directly with the MTSS-B Process (see Bryan High School SAS).</p> <p>Climate survey perceptual data, representing students, parents and staff along with results data such as positive referrals, office discipline referrals, suspensions, expulsions, and attendance rates are reviewed by focus teams and utilized to plan behavioral instruction as well (see data book pages 3-9).</p> <p>Through evaluation of student work, professional development, collaborative conversations, coaching, continued data collection and review, staff work together to implement, monitor and adjust the school improvement Plan (see 2021-22 Bryan SIP, FICA Report Card, Freshman Reports).</p>	

<b>1.2</b>	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i>
<p>Efforts are made to ensure that a significant number of parents and community climate surveys are completed. The survey is presented via email link twice per school year from the OPS Research Division. A link remains on the district website throughout the year for parents and community members to access (see <a href="http://www.tinyurl.com/OPSParentVoice">www.tinyurl.com/OPSParentVoice</a>). Students and staff, both certified and classified, are sent survey links through their school email accounts. The survey data helps to create a picture in regards to climate/culture, communication, instruction, support staff/services, safety/discipline, and principal/administration. The survey shows how Bryan High is perceived by our various stakeholders and the results are used to help develop strategies within the school improvement plan (see Data Book pages 5-9 and Climate Survey).</p>	
<b>1.3</b>	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i>
<p>The School Improvement Plan (SIP) outlines district academic, attendance, MTSS-B and wellness outcomes. School goals have been identified based on data sanctioned by all staff members and/or specific focus teams. The focus teams (SIP, MTSS-B, attendance and wellness) monitor, adjust, and share strategies with staff throughout the school year. The improvement plan aligns with AQuESTT tenets and AdvancED Standards. The plan is a working document for Bryan High and includes progress monitoring as well as opportunities to adjust (See 2021-22 Bryan SIP).</p>	

## 2. Schoolwide reform strategies

<b>2.1</b>	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i>
<p>The schoolwide improvement plan to raise student achievement incorporates the OPS Best Instructional Practices Handbook which is evidenced in all classrooms at Bryan High. The OPS Instructional Framework is based on the Gradual Release of Instruction and imbeds literacy strategies across content areas, consistent procedures and routines, and a guaranteed and viable curriculum. All students benefit from the use of the OPS Instructional Framework. Additional levels of academic and behavioral support are identified through SATs (Student Assistance Teams), and MTSS-B screening forms (see SAT Input form and Tier 2 nomination form). Title I funds help hire additional teachers to continue the focus on this framework as it meets the needs of students at risk while emphasizing reading, math and science (see BIPH).</p> <p>School counselors help all students with a wide range of issues including academic support, career and occupational opportunities, post-secondary academic options, and personal/social development. Counselors work with students individually, by appointment, in small group sessions, and during classroom presentations where they facilitate Advisement activities that align with counseling curriculum. The counseling department also coordinates onsite student/adult mentoring programs and career fairs.</p> <p>Bryan High also has a Community Counselor and Social Worker to support our students and families. The Community Counselor is available to support students whose families are not able to seek out mental health support. The social worker acts as a liaison between the school, family and a variety of social services. The social worker frequently communicates with probation officers, case workers, family support workers, and police departments in Douglas and Sarpy County to help remove barriers impacting the academic success of our students. The School Based Health Center (SBHC) collaborates with administrators, the social worker,</p>	

school nurse, and counselors to support the physical and emotional well-being of all students (pages 10-11 Bryan Senior High Handbook).

All students who enter Bryan High School will participate in Freshman Academy. They will explore careers and focus on skills necessary for success in high school and beyond. During their freshman year, students will select an academy or a pathway which gives them the opportunity to explore potential career fields while gaining skills that will be beneficial in their future and lead to high skill, high wage and in-demand jobs. Students will learn transferable skills that will help them succeed, no matter their future path.

The Wall-to-Wall College and Career Academies provide career exploration, hands on experience and post-secondary planning. Career Academies are supported by advisory boards consisting of business and community partners who provide up-to-date industry information and valuable career related experiences for our students. A variety of certifications are available to students as they complete their capstone courses. In 2022-23, the existing academies of Urban Agriculture and Transportation, Distribution and Logistics (TDL) will be joined by the Design and Construction Academy and Education Academy (see BHS College and Career Academies and/or <https://www.ops.org/Page/2003>).

Bryan High School's 4-step Literacy Plan includes Increasing Bryan's Reading FTE to provide a reading intervention course for the 40% of incoming freshmen in need. Bryan now has 4 full-time reading teachers, all of whom have Masters Degrees in Reading.

- 2020-2021: 90 freshmen (of the 250 qualifying) received help through reading intervention courses.
- 2021-2022: 260 freshmen and 90 sophomores received help through reading intervention courses. Each reading teacher will teach 5 sections of Academic Literacy (Tier 2) and 1 section of Literacy Skills (Tier 3).
- Each freshman reading teacher worked with one of the freshman cohorts, increasing freshman teacher team capacity and Collective Teacher Efficacy (see BHS Literacy August 2021).

### 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. Provide supporting documentation in the corresponding folder.*

All new certified staff members to the district undergo a mentoring and teacher induction program. Teachers and mentors meet throughout their first year of teaching and the new teacher induction program connects teachers with necessary building and district supports (see Monthly Mentor Ideas). New staff meetings are held monthly at the school.

In alignment with the district, Bryan High provides professional development and instructional coaching on the OPS Academic Action Plan, which supports the use of best instructional strategies. The OPS Best Practices Handbook is available online to all staff members and outlines engagement strategies that address topics such as literacy, mathematics, rigor, and procedures and routines. The Academic Action Plan and Best Practices Handbook are designed to ensure that all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. All Administrators and Instructional Leaders coach instructional staff (see BIPH).

The Freshman Team faculty cohorts meet regularly to discuss academic, behavior and social emotional concerns for cohorted students. These Professional Learning Communities also discuss and share strategies to support the students in these areas. Departments meet monthly for content specific professional development. Faculty workshops are also held on a monthly basis, focused on professional development related to the school improvement plan and other school initiatives.

**4. Strategies to increase parent and family engagement**

<b>4.1</b>	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>The Title I School-Parent Compact was jointly created through department meetings, input from academy advisory boards, and student/parent/staff discussions at the annual fall Latino Parent Meeting (see Spanish-September 2021 Agenda and English-September 2021 Agenda). The Student-Parent Compact is also reviewed and modified at the annual fall PTO Meeting (see 10-11-21 PTO). District Title I staff, administrative cabinet, and community resources such as the SBHC also played a role in the compact development. The School-Parent Compact is sent home as part of our Student Handbook at the beginning of the school year (see Title I Compact, Parent Compact-Spanish, and page 18 in the 2021-22 Student Handbook). Students are required to sign for receipt of the Handbook. The compact is also posted on Bryan High's website (<a href="http://www.ops.org/domain/353">www.ops.org/domain/353</a>).</p>	
<b>4.2</b>	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>The Title I Engagement Policy was jointly created through department meetings, input from academy advisory boards, and student/parent/staff discussions at the annual fall Latino Parent Meeting (see Spanish-September 2021 Agenda and English-2021 Agenda). The Engagement Policy is also reviewed and modified at the annual fall PTO Meeting (see 10-11-21 PTO). District Title I staff, administrative cabinet, and community resources such as the SBHC also played a role in the development of the policy. The Engagement Policy is sent home as part of our Student Handbook at the beginning of the school year (see Engagement Policy-Spanish, Engagement Policy-English, and page 18 in the 2021-22 Student Handbook). Students are required to sign for receipt of the Handbook.</p>	
<b>4.3</b>	<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. Provide supporting documentation in the corresponding folder.</i>
<p>The annual Title I parent meetings were held on September 8, 2021 (Spanish/English) and October 11, 2021 (English). An explanation of Title I was given to parents along with a copy of the Right to Know Clause (both English and Spanish). The Student-Parent Compact and Engagement Policy were also provided to parents (both English and Spanish). Parents and students were given an opportunity to ask questions, make modifications to the documents, and help develop a tentative budget based on the needs of the school.</p>	

**5. Transition Plan**

<b>5.1</b>	<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>
<p>The help support incoming freshman as they prepare for high school, Bryan High offers the Transitions to Success Summer Program, which provides incoming freshman an opportunity to prepare themselves for the</p>	

Bryan High School experience. Students in the Transitions to Success Program experience rigorous curriculum in the areas of English, math, social studies and reading, as well as gain valuable study and success strategies that will benefit the student's high school experience.

Omaha Bryan High School also holds a Freshman First Day at the beginning of the school year in which only freshman attend. This day long program helps to transition students to the high school experience and emphasizes the importance of credits and graduating. Students run through their class schedule and meet supporting staff members and community partners through a guided tour and activity fair. This helps to provide numerous contacts between the students, staff, and school service providers. Students also attend an assembly that covers expectations but also how to plan for success and to get involved at Bryan. (See Freshman Day Schedule)

Bryan High School also cohorts freshman into three teams. Each team has a dean and counselor paired with the teachers. In these cohorts freshman take multiple classes in a smaller community-like atmosphere. One of these classes is Freshman Seminar. In Freshman Seminar students have lessons about credits, Academy programs, social and emotional lessons and more.

When a new student comes to Bryan High mid year, a meeting is held with the data assistant principal, the student and their parent/guardian. During the course of that meeting, the student is provided a copy of the Student Handbook. An assessment of any incoming credits is conducted, and the student is given an overview of a day in the life of a Bryan student, explaining block scheduling and advisement. An overview of resources available to Bryan students is provided. The student and parent/guardian are taken on a tour of the building by a student ambassador. When appropriate one of our three bilingual liaisons are included in the meeting.

**5.2**

*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).*

At the senior parent/student meeting in the fall, counselors discuss important dates for seniors, review resources, scholarships, FAFSA, and financial aid. Counselors provide a list of important dates and deadlines so that parents can keep their student on track throughout the school year. Community resources are shared with parents and includes information on colleges as well as local supports. The scholarship process is discussed along with tips on how to effectively and efficiently apply throughout the school year. FAFSA is discussed in detail along with how the school will support students and parents in making sure it gets filled out correctly and in a timely manner. Work study and grants are also discussed during the event as well. Monthly Counseling Newsletters are sent out via email with timely information about counseling activities, scholarship deadlines, college visits and more (see the October Edition here <https://www.smore.com/k90hu>).

To support ontime grade completion, students and counselors create Personal Learning Plans/Course Planner. Counselors meet with each student two times per year to review, monitor and revise as needed. The goal of the Personal Learning Plan is to help students establish a 4-year learning path, and better track progress towards graduation and post-secondary choices.

ACT prep courses are offered during the school day and summer school, all students will take the ACT as the State test their junior year. Scholarship and FAFSA workshops are held throughout the school year for students and parents. College visits and application fairs, along with career fairs are held during the year and are open to all interested students. Programs and clubs such as Avenue Scholars, Upward Bound, and ESL College Club are designed to provide supports and information about college preparedness, applications and scholarships to students.

Dual Enrollment provides high school students the opportunity to take college-credit bearing courses taught by college approved high school teachers. Eligible courses allow students to earn high school credits and college credit at the same time when they pass the course. Omaha Public Schools partners with Metropolitan Community College (MCC), University of Nebraska Omaha (UNO), Creighton University (CU), Midland University (MU), and Nebraska Wesleyan University (NWU) to provide dual enrollment opportunities in Advanced Placement (AP) courses, Career Education, and Magnet or Special Program courses. Dual Enrollment is a low-cost model where students have reduced tuition rates, earned credits may transfer to another college or university, and where students experience a smooth transition from high school to college. Each partner institution determines their own policies and guidelines regarding tuition costs, application deadlines, acceptance and transferability of credits. The state of Nebraska offers the Access College Early (ACE) scholarship for low-income high school students. (see <https://www.ops.org/Page/1256>)

## 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.*

As a staff, we analyze data used in our plan and we are constantly monitoring students' progress and adjusting instructional supports as needed. Homework Hotline, is the afterschool tutoring program offered on Tuesdays and Thursdays. Teachers are available to provide tutoring and homework support in the areas of math, science and reading. ESL strategic tutoring meets after school on Monday, Tuesday and Wednesday as well as aligns with literacy strategies across the content areas. These same opportunities are offered to seniors on Saturday to ensure on-track graduation--Senior Saturdays (see Senior Saturdays).

Student Assistance Teams (SAT) meet during school or after school to determine what supports are necessary to help students find success (see SAT input form). These supports include credit recovery and accrual summer school programs. The school library is open before and after school as well as during lunches for student use. Library books and magazines have been bought to foster reading interest and to have readily available resources for students. Technology such as computers, promethean boards, and engineering instructional supplies have been acquired for more effective, efficient and engaging instruction. Technology resources will continue to be an ongoing need.

Extended Learning Opportunities provide students with opportunities to learn through experiences. Many of these opportunities expose students to career pathways, colleges, businesses, community non-profits and as well as provide reinforcement of classroom lessons. We hope to continue to expand these opportunities, each career academy will have Extended Learning Opportunities as part of the cohort curriculum (see the Extended Learning Opportunity Procedures).

MTSS-B Focus Team has implemented restorative justice for students who are assigned to after school detention or in school suspension. Students assigned to these consequences are provided worksheets to reflect on their undesired behavior, the outcomes of their choices and how it can be different in the future. Worksheets have been developed regarding truancy, tardies, classroom disruptions, disrespectful behavior and dishonest behaviors (see Tardy Worksheet and Tardy Worksheet with Supports).