

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 Middle School	
County District School Number:		28-0001-021	
School Grade span:		6 -8	
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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Other (Specify) _____	
School Principal Name:		Andrew Karmazin	
School Principal Email Address:		andrew.karmazin@ops.org	
School Mailing Address:		8210 S. 42nd Street Omaha, NE 68145	
School Phone Number:		531-299-2300	
Additional Authorized Contact Person (Optional):		Jessica Korth	
Email of Additional Contact Person:		Jessica Korth	
Superintendent Name:		Matt Ray	
Superintendent Email Address:		matt.ray@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

<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> <u>Parent Administrator</u> Instructional Facilitator Instructional Facilitator Assistant Principal Reading Teacher Science Teacher Language Arts Teacher Counselor Math Teacher Counselor Student Parent	
School Information <i>(As of the last Friday in September)</i>		
Enrollment: 845	Average Class Size: 26	Number of Certified Instruction Staff: 61
Race and Ethnicity Percentages		
White: 14.7 %	Hispanic: 72 %	Asian: 0.4 %
Black/African American: 9.9 %	American Indian/Alaskan Native: 0.4 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 2.6 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 88 %	English Learner: 14 %	Mobility: 6.04 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	MAP
ELPA	NAEP

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

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>
<p>Student data was examined from multiple sources of achievement data. In the attachment you will find the 2020-2021 Bryan Middle School Data Book with specific pages referenced below. The school participated in district training during the Academic Data Representative meetings. The calendar for these meetings is included. Snapshot of demographic data, attendance data, and enrollment data is on pages 1-4 Discipline data is on page 7 MAP data is on pages 17-33 NSCAS data is on pages 35-43 ELPA data is on pages 45-46</p>	
1.2	<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>In the Bryan Middle School Data book you will find the following information about parent and community feedback. School Climate surveys are distributed electronically from our district as well as opportunities to complete paper copies at student led conferences and open house events. Parents are also able to provide feedback about the setup of our student led conferences, we use parent feedback to make adjustments to the format of our conferences. An example of a parent survey is included. Climate Survey is on pages 9-12 of the data book. Mobility, Parent/Teacher summary is on page 5.</p>	
1.3	<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>Throughout the school year we focused on providing professional development to staff through back to school meetings, monthly staff meetings, monthly PLC meetings, and in building professional development and curriculum days. Our school improvement plan was determined based on needs of improvement from aggregated data collected by research and determined by the School Improvement Committee.</p>	

2. Schoolwide reform strategies

2.1	<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>Students who are reading below grade level receive additional reading instruction in a tier 2 or tier 3 reading skills course. Teachers and students use the Read180 program for reading comprehension and the System44 program for vocabulary, word recognition, and phonic instruction. In addition, after-school tutoring is offered</p>	

every Tuesday, Wednesday, and Thursday throughout the school year for students who are struggling academically in reading and math. Certified staff work with small groups of students on reading comprehension and math skills. Students are ability grouped to allow staff to differentiate instruction and topics. Bryan also offers a study skills class to provide students extra support on missing academic skills and to provide additional support for students on their assignments for their core classes. Bryan Middle has a full-time ELL paraprofessional who works with Bryan's two ELL teachers. Bryan Middle has also identified students that we think will benefit from additional learning opportunities to prepare them for the next grade level and offer an enriching, fun, learning experience. Through the help of district research we used a variety of data points including how students are doing academically in Reading and Math to identify students for Next Level Learning 2022.

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.

Bryan Middle School has an instructional leadership team that meets to provide professional development based on best practices for instruction. Three professional development opportunities occur through monthly staff meetings, monthly PLCs, and team professional development. We have provided professional development focused on equitable and rigorous instruction across all content areas. We are working with an outside consultant to provide this professional development to our staff. We are also providing turn-key presentations from our district curriculum and development supervisors on various topics related to our action plan for academic achievement. Our focus this school year was on formative checks for understanding. Teachers also spend time in monthly department meetings discussing the Omaha Public Schools curriculum pacing guides and Nebraska state standards. During these meetings, teachers also discuss common assessments and student work. Paraprofessionals have the opportunity to attend the professional developments.

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. Provide supporting documentation in the corresponding folder.

A school parent compact is sent home with our school orientation materials each summer for the upcoming school year. Parent conferences are communicated through our newsletters, websites, emails, and post cards. Our Fall Orientation also allows us to communicate the partnership between the school and parents. Title I information is also in the Student Handbook that is provided to every student at Bryan Middle School. In addition, we welcomed feedback at our Title I family engagement night. Title I information is also located on our school website.

4.2

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.

A school parent compact is sent home with our school orientation materials each summer for the upcoming school year. Parent conferences are communicated through our newsletters, website, emails, and post cards. Title I information is also in the Student Handbook that is provided to every student at Bryan Middle School. In addition, we welcomed feedback at our Title I family engagement night.

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. Provide supporting documentation in the corresponding folder.</i>
<p>Parents are provided multiple opportunities to be involved with school activities and events, as well as welcomed to visit throughout the school day. Through our newsletters, Open House in September, and Student-Led Conferences (twice a year), we communicate how Title I funds are used within our building and throughout the school year. A Title I meeting was also held where parents were provided information on Title I. We also provided parents family resources for addressing mental health needs within the family, our multi-tiered systems of support for behavior, and Nebraska College Preparatory Academy (NCPA).</p>	

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>
<p>Sixth grade visits ease the transition for the following year during each spring. Counseling orientation and tours for new students throughout the school year. New students are welcomed and meet with a counselor to develop a schedule to best meet their needs from the previous school. Counselors provide a thorough tour of the school to allow students to be able to locate their classes as well as ease their transition to our school. Each team of teachers is communicated through email and team meetings of any new student enrollign so staff are ready to welcome them to their classrooms. When we learn of a student transferring or moving into our school, we determine team placement based on team numbers (including ESL, SPED). Then, the counselor meets with the family to answer questions and discuss class selection. A schedule is then created based on both student input and previous school classes and grades. On the start date for the student, counselors meet with the student to review the student handbook, answer questions, review the finalized schedule and take the student on a campus tour. The campus tour provides an opportunity to show the student where his/her classes are located as well as explain procedures for before school, breakfast, lunch, after school activities, bus transportation, attendance, school health office use, passing period bell schedule and traffic flow with the up and down stairwells. The new student is then escorted to class and introduced to the teacher. Follow up is done with the new student throughout the week to ensure successful transition.</p> <p>Summer Transition Program: This is a four-week program in the month of June. Students go to classes with current Bryan Middle teachers in the areas of language arts, reading, math, and study skills. Students also receive opportunities to learn about the school and participate in enrichment activities.</p> <p>Orientation letters for all incoming students at the beginning of the year that outlines the beginning days of the school year. Within this packet of information, parents are informed of the paperwork needed, school supplies, health questions, and a school calendar of events.</p> <p>7th Grade First Day Transition Day schedule: Our first day of school is for seventh graders only. Students spend ample time in advisory learning about school procedures and routines, bell schedule, lockers, lunch routines, and how to find their classrooms.</p> <p>Registration Transition Timeline document for incoming 7th and outgoing 8th grade students outlines the important calendar dates of events for incoming students as well as 8th grade students high school orientation dates. High School representatives visit our school in January to provide information to all of our 8th grade students about the programs available to them at each Omaha Public Schools high school.</p>	
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>

All Omaha Public Schools high schools visit our school with representatives to share the program opportunities and unique courses of study to all of our 8th grade students in January of each school year. This happens just prior to the high school open house schedule to allow our students to better understand the opportunities that are available to them through the Omaha Public Schools.

Academic Information Forms are completed by 8th grade teachers for students moving into high school.

Summer Transition School.

High School Open Houses are scheduled for different evenings and weekends to allow our 8th grade students to visit all of our high school open houses to make the best decision for themselves and families as they choose which high school to attend.

Registration Transition Timeline document for incoming 7th and out going 8th grade students outlines for our counselors and staff the events and activities that are provided to our students and families as they transition to our school, or from our school.

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.

Students who are reading below grade level receive additional reading instruction in a tier 2 or tier 3 reading skills course, which equates to an additional 88 minutes of reading instruction 2-3 times per week. Teachers and students use the Read180 program for reading comprehension and the System44 program for vocabulary, word recognition, and phonic instruction. Bryan Middle School has two full-time instructional facilitators. Both of these do instructional coaching to ensure that best instructional practices are being implemented in all classrooms. In addition, Bryan's leadership team (principal, assistant principals, and dean) complete weekly instructional coaching visits. After-school tutoring is offered every Tuesday, Wednesday, and Thursday throughout the school year. Certified staff work with small groups of students on reading comprehension and math skills. Tutoring staff also serve as "mentors" for the students, and check student grades weekly. The tutors then also communicate with teachers and students regarding missing assignments. Teachers work either one-on-one with students, or in small-groups to assist students with classroom assignments. Students who do not have homework and/or missing assignments, receive additional reading or math skill instruction. Next Level Learning, summer school, is utilized to target specific students who need additional academic supports.