

**School: Bryan Senior High School**

<p><b>Reflection &amp; Planning for Priority 1 Focus Areas:</b> Elementary Reading on Grade Level or Middle School Math and ELA Achievement or High School On-Track</p>	<p>What's working? -Implementation of FICA (Freshman On-Track, Instruction, Climate and Culture, Attendance)</p>	<p>Why? FICA is a streamlined way of presenting Bryan High's school improvement priorities. All staff are knowledgeable of FICA and use it as a guiding principle when creating materials for instruction.</p>	<p>How do we know? -Students receiving failing grades was decreased by 5% for Semester 1 and 4% for Semester 2 -Students receiving a 3.0+ increased by 3.5% for Semester 1 and 1% for Semester 2. -Freshmen On-Track numbers increased by 15% for Semester 1 and 16% for Semester 2.</p>
<p><b>Facilitators Guide Session 1: Page 10</b></p>	<p>What's not working? Attendance rates</p>	<p>Why? Transportation challenges Family dynamics</p>	

<p><b>Implementation Design for Priority 1: Academics</b></p> <p>Focus Area:</p> <ol style="list-style-type: none"> <li>Increase the percentage of ninth through 12<sup>th</sup> grades students on-track for graduation</li> </ol>	<p><b>Facilitators Guide Page 11 Goal Calculator</b></p> <p><b>Three Year Goal:</b> Aligned to the strategic plan of action. Includes SPOA stated goals.</p> <ol style="list-style-type: none"> <li>Increase the percentage of ninth through 12<sup>th</sup> grades students on-track for graduation</li> </ol> <p><b>Annual Benchmarks:</b> 80% of students on-track for graduation. On-track defined as students failing no more than 1 core class per semester. Goal: to increase percentage by 2% annually. Year 1: 81.6% Year 2: 83.2% Year 3: 84.9%</p>	<p>Success Criteria: Evidence of Implementation</p> <ul style="list-style-type: none"> <li>Staff will continue to utilize 4 identified Levers of Instruction: F.I.C.A. (Freshman On-Track, Instruction, Climate and Culture, Attendance)</li> <li>Teachers will post learning and literacy goals that are written in student friendly language and posted in every classroom.</li> <li>Teachers will continue to provide students descriptive feedback.</li> <li>Students will engage in academic conversations at a higher rate.</li> </ul>	<p>Professional Learning: Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal.</p> <ul style="list-style-type: none"> <li>Monthly faculty workshops that will be tied to FICA through teacher led sessions</li> <li>Review of student and gradebook data during department meetings</li> <li>Increase Teacher-Led PD at all Bryan PD opportunities</li> <li>Calibrate gradebooks: Standards Based Grading and leveling/scoring (starting in August at opening days w/OPS Grading Policy Overview)</li> </ul>
<p><b>Facilitators Guide Page 22: Driver Diagram Strategies:</b></p> <ul style="list-style-type: none"> <li>A Higher-Level Question (HLQ) connected to the learning goal is posted in every classroom.</li> <li>Students engaged daily in learning through the usage of academic conversations strategies.</li> </ul>			

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	<p>Actions: Identify the specific actions you will take in the implementation of each strategy.</p> <ul style="list-style-type: none"> <li>• Instructional leaders will focus instructional coaching to include a posted learning goal with a connected HLQ and daily usage of a literacy goal.</li> <li>• Instructional leaders will lead gradebook and assessment calibrations during monthly department meetings.</li> <li>• Quarterly SIP report card will be completed and reviewed by staff to ensure adherence to the SIP plan and ensure continued growth.</li> </ul>	<p>Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection.</p> <ul style="list-style-type: none"> <li>• Reduction of course failure rates. Data will be reviewed at Mid-Quarter and Quarter grading timelines</li> <li>• Monthly teacher gradebook and assessment calibration</li> <li>• Increase the number of students meeting or exceeding MAP Growth Goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will reduce teachers talk and increase student talk</li> <li>• Increase literacy across all content areas</li> <li>• Provide and utilize ELL strategies to all content areas</li> </ul>
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**Omaha Public School Comprehensive School  
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<b>Quarterly Disaggregated Results for Priority 1 Academics</b>  1. Focus Area: Increase the percentage of ninth through 12 <sup>th</sup> grades students on-track for graduation	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	Problem of Practice for Instructional Rounds:

<b>Mid-Year Disaggregated Results for Priority 1 Academics</b>  1. Focus Area: Increase the percentage of ninth through 12 <sup>th</sup> grades students on-track for graduation	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

<b>Quarterly Disaggregated Results for Priority 1 Academics</b>  1. Focus Area: Increase the percentage of ninth through 12 <sup>th</sup> grades students on-track for graduation	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
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<p><b>Reflection &amp; Planning for Priority 2</b> <b>Focus Areas:</b> Staff Retention &amp; Development</p>	<p>What's working?</p> <ul style="list-style-type: none"> <li>• Staff engagement</li> <li>• Staff recruitment</li> <li>• Staff retention</li> </ul>	<p>Why?</p> <ul style="list-style-type: none"> <li>• Intentional creation of a climate and culture that is inclusive</li> <li>• Creation of frequent opportunities to celebrate building success</li> <li>• Effective recruiting strategies</li> </ul>	<p>How do we know?</p> <ul style="list-style-type: none"> <li>• Lowered rate of staff turnover when compared to several previous years</li> </ul>
<p><b>Facilitators Guide Session 1:</b> <b>Page 10</b></p>	<p>What's not working?</p> <ul style="list-style-type: none"> <li>• Filling of high needs areas such as Special Education and ESL</li> </ul>	<p>Why?</p> <ul style="list-style-type: none"> <li>• National teacher shortage, specifically in those two high needs areas</li> </ul>	

<p><b>Implementation Design for Priority 2</b></p> <p>Focus Area: Recruit and maintain a highly qualified staff</p>	<p><b>Facilitators Guide Page 11</b> <b>Goal Calculator</b> <b>Three Year Goal:</b> Aligned to the strategic plan of action. Includes SPOA stated goals.</p> <p>Recruit and maintain a highly qualified staff</p> <p><b>Annual Benchmarks:</b> Year 1: All teaching positions filled by August 1 Year 2: All teaching and student support positions filled by August 1</p>	<p>Success Criteria: Evidence of Implementation</p> <ul style="list-style-type: none"> <li>• Climate Survey results</li> <li>• Limited resignations and/or vacancies</li> <li>• Staff engagement in building level PD and community events</li> <li>• Positive climate and culture</li> <li>• Continued instructional support for teaching staff</li> <li>• 2 year new teacher support program</li> </ul>	<p>Professional Learning: Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal.</p> <ul style="list-style-type: none"> <li>• Engaging teacher led PD sessions</li> <li>• Quarterly opportunities for staff to celebrate school successes</li> </ul>
<p><b>Facilitators Guide Page 22</b> <b>Driver Diagram</b> <b>Strategies:</b> Identify the strategies that will be used to achieve this goal.</p> <ul style="list-style-type: none"> <li>• Staff Recognition</li> <li>• Frequent feedback</li> <li>• Clear, and transparent communication</li> </ul>	<p>Actions: Identify the specific actions you will take in the implementation of each strategy.</p>	<p>Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on</p>	

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		each strategy. Indicate the frequency of collection.	
	<ul style="list-style-type: none"> <li>• Opportunities for staff to provide feedback during Faculty Workshops</li> <li>• Community building events</li> <li>• Frequent feedback to teachers and other classroom support staff</li> <li>• Staff identify staff they want recognized as staff member of the week/month</li> </ul>	<ul style="list-style-type: none"> <li>• Staff climate survey completed annually</li> <li>• Staff attendance/engagement at Faculty Workshops</li> <li>• Staff Daily Note utilized to communicate building initiatives and happenings</li> <li>• Frequent feedback to staff through classroom coaching and coaching conversations</li> <li>• Staff completing staff recognition survey</li> <li>• Climate/culture check-ins embedded into monthly building and department level PD</li> </ul>	

<b>Quarterly Disaggregated Results for Priority 2</b>  Focus Area: Recruit and maintain a highly qualified staff	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

<b>Mid-Year Disaggregated Results for Priority 2</b>	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
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Focus Area: Recruit and maintain a highly qualified staff	For whom was our work an improvement?	
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<b>Quarterly Disaggregated Results for Priority 2</b> Focus Area: Recruit and maintain a highly qualified staff	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
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<p><b>Reflection &amp; Planning for Priority 4</b> <b>Focus Areas:</b> Increase Attendance &amp; Reduce Behavior Events</p>	<p>What's working?</p> <ul style="list-style-type: none"> <li>• Increased home visits</li> <li>• Monthly review of "Big 5" behavior data</li> <li>• Increase of staff supervision</li> </ul>	<p>Why?</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• High leadership visibility</li> <li>• Clear supervision expectations</li> <li>• Positive Climate and culture</li> <li>• Strategic placement of supervision throughout campus</li> </ul>	<p>How do we know?</p> <ul style="list-style-type: none"> <li>• Significant decrease in Office Discipline Referrals (ODRs) from 2019-2022 school year</li> <li>• Fully staffed security team</li> <li>• Adherence to assigned supervision locations</li> <li>• Generally, staff reported that they agree or highly agree that the school is safe</li> <li>• Students can verbalize building expectations and procedures</li> </ul>
<p><b>Facilitators Guide Session 1:</b> <b>Page 10</b></p>	<p>What's not working?</p> <ul style="list-style-type: none"> <li>• Students arriving on time to school</li> <li>• Daily student attendance</li> </ul>	<p>Why?</p> <ul style="list-style-type: none"> <li>• Many families struggle with transportation to and from school.</li> <li>• Many families as a time and cost saving measure will drop their senior high student off shortly before their elementary student is due to report to school.</li> </ul>	

<p><b>Implementation Design for Priority 4</b></p> <p>Focus Area: Increase Attendance &amp; Reduce Behavior Events</p>	<p><b>Facilitators Guide Page 11</b> <b>Goal Calculator</b> <b>Three Year Goal:</b> Aligned to the strategic plan of action. Includes SPOA stated goals.</p> <p>19% of students in the 2021-2022 school year missed 9 or fewer days. Goal: to increase percentage by 2%</p> <p><b>Annual Benchmarks:</b> Year 1: 19.38% Year 2: 19.77% Year 3: 20.17%</p>	<p>Success Criteria: Evidence of Implementation</p> <ul style="list-style-type: none"> <li>• Improved daily attendance.</li> <li>• Staff will teach, model and practice behavior expectations using the lessons and language from the school's behavior matrix.</li> <li>• Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students.</li> <li>• School-wide acknowledgement system</li> </ul>	<p>Professional Learning: Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal.</p> <ul style="list-style-type: none"> <li>• Mid-Quarter and Quarterly data shared with staff during professional development</li> <li>• MTSS-B will present during Professional Development days.</li> </ul>
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<ul style="list-style-type: none"> <li>• Increase school to home communication about attendance</li> <li>• Increase the number of home visits for students chronically absent</li> <li>• Celebration of students who are on-track to miss fewer than 9 days</li> <li>• Incentives for students to improve attendance</li> </ul>		<p>(Positive Referrals) used to reinforce student behavior.</p> <ul style="list-style-type: none"> <li>• Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.</li> <li>• Staff will assist monitoring and implementing Tier 2 interventions.</li> <li>• Audit of school wide supervision plans</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Corrective lessons will be administered during Advisement</li> <li>• MTSS-B posters referencing behavior expectations will be on display in all classrooms and common areas</li> </ul>
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<ul style="list-style-type: none"> <li>Continued implementation of MTSS-B Tier 1,2, and 3 systems of support</li> <li>Leadership team will take 10 students (200 students total) each identified as chronically absent and facilitate relationship building and connection to resources to help remove barriers</li> </ul>	<p><b>Actions:</b> Identify the specific actions you will take in the implementation of each strategy.</p> <ul style="list-style-type: none"> <li>Implementation of Sophomore and Junior on-track to monitors</li> <li>Daily Announcements will provide attendance awareness and recognition</li> <li>Staff engage daily with students promoting and recognizing attendance</li> <li>Student recognition of those students on-track to Strive for 95</li> <li>Attendance Team members attend weekly Attendance Meetings and complete assigned tasks</li> <li>Attendance Team Members/Staff work with students and families to address attendance barriers</li> <li>SSLs attend and presenting attendance information at staff meetings</li> <li>School Counselors make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services Contact log</li> <li>Administrators and Deans will work with Attendance Navigators to increase the frequency of student and parent/guardian conversations about student attendance.</li> </ul> <p>The MTSS-B Tier 1 team will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of Tier 1 practices through</li> </ul>	<p><b>Progress/outcomes:</b> Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection.</p> <ul style="list-style-type: none"> <li>Daily attendance monitor</li> <li>Parent communication daily</li> <li>Incentives weekly</li> <li>Celebrations quarterly</li> <li>CAIPs completed during weekly attendance meetings</li> <li>Higher attendance rates especially during first block</li> </ul>	
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	<p>annual administration of the Self-Assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI).</p> <ul style="list-style-type: none"><li>• Use the Behavior Dashboard and other forms of data to determine trends in student behavior.</li></ul> <p>The MTSS-B Tier 2 team will:</p> <ul style="list-style-type: none"><li>• Monitor the implementation of Tier 2 interventions through the annual administration of the SAS and TFI.</li></ul> <p>Use the OPS Tier 2 Dashboard and other sources of behavior data to monitor fidelity of Tier 2 interventions to see an increase in appropriate classroom behavior.</p>		
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<b>Quarterly Disaggregated Results for Priority 4</b>  Focus Area: Increase Attendance & Reduce Behavior Events	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

<b>Mid-Year Disaggregated Results for Priority 4</b>  Focus Area: Increase Attendance & Reduce Behavior Events	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
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