OPS School Improvement Plan
2021-2022
Middle School: <u>Bryan Middle School</u>

OMAHA+ Public Schools

<u>**Academic**</u>

**Notes district priority

District Vision	District Mission
Every student. Every day. Prepared for success.	Omaha Public Schools prepares all students to excel in college, career, and life.

District Intended Summative Outcome:
For all NSCAS (ELA, Math, and Science) summative assessments, we will increase the percent of students who are identified as "On-Track" or "College and Career Ready" by 6.9 %ELA; 7.3% Math; 5.7% Science.
   ELA: 2017 - 2018 Achievement: 31% 2021-2022 Goal Achievement: 37.9%
   **Math: 2017 - 2018 Achievement: 27.2% 2021-2022 Goal Achievement: 34.5%
   Science: 2017 - 2018 Achievement: 42.9% 2021-2022 Goal Achievement: 48.6%
	School Intended Outcomes
	ELA: By 2021, the percentage of students identified as being on track or College Career Ready from 27% to 33% on district and/or state assessments.
	**Math: By 2021, the percentage of students identified as being on track or College Career Ready from 18% to 24% on district and/or state assessments.
	Science: By 2021, the percentage of students identified as being on track or College Career Ready from 42% to 48% on district and/or state assessments.

School Vision <u>Bear PRIDE: Peers Respecting Individuality Diversity and Excellence</u>	**School Mission** **The mission of Bryan Middle School is to create high school readiness though a rigorous and respectful learning environment.**
School Academic Goal: Teachers will shift from the skill development to implementation stage in using checks for understanding. Teachers will shift from the implementation to institutionalization of practices stage in guaranteed and viable curriculum.	
School Department Goals **Math Department: Teachers will shift from skill development to implementation stage in developing collaborative teams. ELA Department: Teachers will receive English Language Development instruction utilizing targeted high probability strategies specific to academic language. Science Department: Teachers will shift unpack all three dimensions of NCRSS in department meetings to increase teacher confidence in providing descriptive feedback and leading academic conversations.	
Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy): Teachers use results from checks for understanding to adjust their instruction. AdvancED Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment Schools use academic, attendance, and behavior data to provide support for students successfully transitioning to the next grade level. AdvancED: Leadership and Learning ad Resource Capacity Domains; AQuESTT: Assessment, College, Career, and Civic Ready, Educational Opportunities and Access, Transitions, Positive Partnerships, Relationships and Success	
Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	**Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.**
Teachers plan for and use a variety of checks for understanding throughout the lesson Teachers use methods to ensure all students respond.	For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as "At" or "Above" grade level norm by 6%.

Teachers use questions that are a mix of open and closed and a variety of levels of Bloom's Taxonomy Teachers adjust instruction in real-time to meet student needs based on their responses or work Teachers provide descriptive feedback on student work Teachers utilize common grading practices Students actively utilize teacher's descriptive feedback to improve their work Reduction of course failure rates Increase the number of students meeting or exceeding MAP Growth Goals Staff engage in analyzing student achievement on common assessments Building leaders increase capacity to coach teachers won content area instructional shifts and best instructional practices Building leaders lead data-driven conversations with staff Teachers implement Tier I instruction with fidelity Teachers utilize the adopted guaranteed and viable curriculum and common assessments	For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as "meeting" or "Exceeding" projected growth goals by 5%. For all NSCAS (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as "On-Track" or "ACT Benchmark" by 6%. By the end of 1st quarter, 90% of teachers will demonstrate use of checks for understanding as observed through school data walks and coaching visits. By the end of 1st semester, 50% of teachers will demonstrate adjustment to instruction during the lesson based on student responses to checks for understanding as evidenced during lesson plans, school data walks and coaching visits and an increase of student achievement on formative assessment scores, and post-coaching conversation about adjustments By end of 3rd quarter 75% of teachers will demonstrate adjustment to instruction during the lesson based on student responses to checks for understanding as evidenced during lesson plans, school data walks and coaching visits and an increase of student achievement on formative assessment scores. Number of course failures for Math and ELA courses will reduce 3% each quarter for the 2021-2022 school year. By the end of the 2021-2022 school year, 100% of teachers will analyze student responses to checks for understanding to plan for intervention and differentiated instruction as evidenced by lesson plans, team/department meeting notes, school data walks, coaching visits and teacher observations and an increase of student achievement on formative assessment scores.

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.

QUARTER 1	QUARTER 2
Conduct school data walk with content area supervisor and building leadership and determine what specific coaching and professional learning is needed for staff. Share results by department. Building leaders review coaching data and determine supports needed for staff Building leaders and teachers review student achievement during team meetings and determine which students need additional support by the team Building leaders review lesson plans and determine what additional professional learning is needed for planning for checks for understanding Content area teachers will select measurable goals for implementing their content area instructional shifts Teams/Departments will review student responses to common assessments and checks for understanding using the Analyzing Student Work protocol	Review MAP Growth Interim assessments in PLC meetings Conduct school data walk with content area supervisor and building leadership and determine what specific coaching and professional learning is needed for staff. Share results by department Building leaders review coaching data and determine supports needed for staff Building leaders and teachers review student achievement during team meetings and determine which students need additional support by the team Building leaders review lesson plans and determine what additional professional learning is needed for adjusting instruction based on results of checks for understanding During monthly department meetings, content area teachers will engage in professional learning regarding their instructional shift focus.

During monthly staff meetings, staff will engage in professional learning: Methods for Adjusting Instruction Based on Student Response; Descriptive Feedback; Tier I Instruction, higher level questioning, technology accessibility Building leaders and teachers review course failure rates during department meetings and determine which students need additional support	During monthly staff meetings, staff will engage in professional learning: Methods for Adjusting Instruction Based on Student Response; Descriptive Feedback; Tier I Instruction, higher level questioning, technology accessibility Building leaders and teachers review course failure rates during department meetings and determine which students need additional support
QUARTER 3 Review MAP Growth Interim assessments Conduct school data walk with content area supervisor and building leadership and determine what specific coaching and professional learning is needed for staff. Share results by department Building leaders review coaching data and determine supports needed for staff Building leaders and teachers review student achievement during team meetings and determine which students need additional support by the team Building leaders review lesson plans and determine what additional professional learning is needed for adjusting instruction based on results of checks for understanding During monthly department meetings, content area teachers will engage in professional learning regarding their instructional shift focus. During monthly staff meetings, staff will engage in professional learning: Methods for Adjusting Instruction Based on Student Response; Descriptive Feedback; Tier I Instruction, higher level questioning, technology accessibility	**QUARTER 4** Conduct school data walk with content area supervisor and building leadership and determine what specific coaching and professional learning is needed for staff, share results by department Building leaders review coaching data and determine supports needed for staff Building leaders review lesson plans and determine what additional professional learning is needed for adjusting instruction based on results of checks for understanding During monthly department meetings, content area teachers will engage in professional learning regarding their instructional shift focus. During monthly staff meetings, staff will engage in professional learning: Methods for Adjusting Instruction Based on Student Response; Descriptive Feedback; Tier I Instruction, higher level questioning, technology accessibility Building leaders and teachers review student achievement during team meetings and determine which students need additional support by the team Building leaders and Summer School principal review data (MAP, Course Failures, Attendance, Behavior) of incoming students to provide targeted support during Transition for Success programming
Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?	
Technology for students: headsets, keyboards, and iPad chargers Technology for teachers: subscriptions for Nearpod, Padlet, Smore, GoFormative, BrainPop Book studies Bear Den Tutoring Field Trips, determined by department/grade	

Attendance

District Attendance Intended Outcomes:
Promoting and increasing daily student attendance, our district will increase the number of students in the NOT CHRONIC (green) domain by **2%**.
2020-2021 Achievement: 37.5%   2021-2022 Goal Achievement: 39.5%

School Attendance Goal:
Our school will increase the number of students in the NOT CHRONIC (green) domain by **2%**. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95.
2020-2021 Achievement: 37.3%   2021-2022 Goal Achievement: 39.3%
CSI School Goal: By spring 2021, the percent of students experiencing chronic absenteeism will decrease by 4%.

Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):

- Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- Implement Success Mentoring Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- In Class Today (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.
- Staff engage daily with students promoting and recognizing attendance - Teachers/Staff use methods to ensure all students feel welcome in all classes - Teachers provide positive feedback to support daily attendance and promote future attendance in all classes - Teachers record attendance daily and immediately following start bell - Secretarial staff record attendance daily and immediately per BOE Policy - SSLs plan and facilitate weekly attendance meeting - Attendance Team members attend weekly Attendance Meetings and complete assigned tasks - Building Leaders attend SSL Facilitated Attendance Meetings - SSLs attendance and presenting attendance information at staff meetings - School Counselors make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services Contact log - School Counselors complete needs assessment to match CAR	- Review Attendance Dashboard data during weekly Attendance Meeting - Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint - Review Attendance Dashboard data with staff via Team– bi-weekly - Review Chronic Absenteeism Dashboard by School quarterly showing a .25% increase per quarter - By the end of 1st quarter, all teachers will participate in building wide Advisement curriculum. - Fidelity walks during advisement by the Leadership Team - Building Administrators review Attendance Dashboard data quarterly with Principal Supervisor - Using Attendance Dashboard, select students to participate in Attendance Mentor programs - Review attendance barriers identified by parent/guardian to school counselor and how to address these barriers - Review target students and their attendance data quarterly with Youth Attendance Navigator (YAN) and SSL

• Secretarial staff print and mail 5-day milestone letters • Students attend daily on time, and for the entirety of the day • Daily Announcements provide attendance awareness and recognition • Weekly Announcements provide attendance awareness and recognition • Monthly Bulletin Boards to recognize school/student attendance • Incentive program encouraging daily attendance and supporting district focus STRIVE FOR 95 • Recognition of students' attendance daily and achieving personal goal or STRIVE FOR 95 goal	• SSLs provide professional development quarterly/monthly at staff trainings

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.
• Conduct Weekly Attendance Team Meetings and identify barriers to attendance • Conduct Weekly Attendance Team Meetings and identify students in each domain to support • Conduct Monthly SSL/Designee training to support district attendance focus • Monitor and process attendance milestones and County Attorney Referrals • Ensure fidelity of weekly attendance team meetings through uploading of Attendance Template to Instructional Leadership SharePoint • SSLs and Administrative staff provide updated attendance awareness and information based on attendance data at all School Staff Meetings and/or Team Meetings • Counselors Conduct yearly PLP meetings with students • Social Workers monitor and adjust available resources based on student attendance data • SSLs attend diversion meetings as requested by Juvenile Assessment Center • Conduct Collaborative Attendance Improvement Plan meetings with Attendance Team, student, parent/guardian • Conduct quarterly meetings with Principal Supervisor to review building progress and put supports in place • Share attendance milestones with staff

OPS School Improvement Plan
2021-2022

Multi-Tiered System of Support for Behavior

District Intended Summative Outcome:
Increase the use of MTSS-B Essential Components and Effective Classroom Practices to increase learning time and improve classroom behavior. Resolutions for events entered in Infinite Campus will be reduced by 3% using the Behavior Dashboard.
School MTSS-B Goal:
Tier 1- Increase the use of Effective Classroom Practices and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). Schools will show a minimum increase of 10% in each SAS system: Schoolwide, Non-Classroom and Classroom. 10% is a sign of deliberate change of practice on an anonymous self-assessment.
Tier 2- Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents. 80% of the students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard.
CSI School Goal: By spring 2021, the percent of students suspended will decrease by 5%.
Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):
AQuESTT: Positive Partnerships, Relationships, and Success, Transitions, Educational Opportunities and Access, College, Career and Civic ready; AdvancED: Learning, Leadership, and Resource Capacity Domains

Strategies:	Strategies:
Tier 1	**Tier 2**
• Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices.	• Assemble a Tier 2 team that will meet the needs of students who need short term targeted interventions.
• Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity.	• Develop and use a Tier 2 Action Plan that will guide and document Tier 2 implementation.
• Attend Tier 1 Trainings.	• Attend Tier 2 trainings.
• Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches.	• Identify a staff member who attends six zoom Tier 2 Coach meetings.
• Use schoolwide management strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.	• Maintain Tier 1 strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.
• Staff will consistently follow the school's Behavior Flowchart to address behavior incidents.	

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?

Success Criteria:	Success Criteria:
Tier 1	**Tier 2**
• Staff will teach, model and practice behavior expectations using the lessons and language from the school's behavior matrix.	• Team will develop decision rules for Tier 2 nominations.
• Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students.	• Staff will assist monitoring and implementing Tier 2 interventions.
• School-wide acknowledgement system used to reinforce student behavior.	
• Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.	

3/17/2022

Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.	
Monitoring Progress: Tier 1 **The MTSS-B Tier 1 team will:** • Monitor the implementation of Tier 1 practices through annual administration of the Self-Assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI). • Use the Behavior Dashboard and other forms of data to determine trends in student behavior. • Look at individual data by team	Monitoring Progress: **Tier 2** The MTSS-B Tier 2 team will: • Monitor the implementation of Tier 2 interventions through the annual administration of the SAS and TFI. • Use the OPS Tier 2 Dashboard and other sources of behavior data to monitor fidelity of Tier 2 interventions in order to see an increase in appropriate classroom behavior.
Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based on your results? Each Progress Monitor should have a Monitor and Adjust action.	
Monitor and Adjust: Tier 1 **The MTSS-B Tier 1 Team will:** • Review Big Five behavior data and create and monitor monthly Solution Plans to increase positive student behavior school wide. • Make needed adjustments to lesson plans, acknowledgement system and other practices. • Provide on-going professional development based on needs identified by the team.	**Monitor and Adjust:** **Tier 2** The MTSS-B Tier 2 Team will: • Review behavior data, implementation fidelity and make needed adjustments to the interventions for students in need of Tier 2 supports. • Meet twice monthly to monitor the efficacy of the selected interventions. • Work jointly with the Tier 1 team to provide professional development on Tier 2 interventions.
Budget/Resource Alignment: What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?	
Behavior Rewards: Boys and Girls Club Free gym time Bear bucks cart Buy tickets for various games Stylus pens Pop sockets (Concessions at games to help with budget)	

Wellness

District Intended Wellness Outcomes:
Increase the number of wellness strategies implemented district-wide by 2%.

School Wellness Goal:
Utilize 3-5 non-food/physical activity rewards for attendance, Behavior(MTSSB), Goal attainment, per semester

Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy):

Nutrition Standards

Compliance with required Smart Snack guidelines (no food sold from midnight to 30 minutes after dismissal that does not meet the Smart Snack requirement, food label entry into www.healthiergeneration.org/calculator to determine Smart Snack compliance)

No food or beverages sold from midnight to 30 minutes after dismissal on a school day unless the food or beverage sold meets the requirement food label entry in www.healthiergeneration.org/calculator used to determine Smart Snack compliance

Nutrition Education:

Healthy snacks for bear bucks cart

Fresh Fruit and Vegetable Program

Educate staff, students, and families about food labels (e.g., showing the amount of sugar in a cup of juice, displaying the calories and nutrition in soft drinks and energy drinks, etc.)

Provide reminders about the benefits of increasing water consumption-water bottle stations

Utilizing EHA for staff and monthly promotions

Offer fruit as an alternative to carbohydrate snacks as a treat or snack

Increase the focus on farm rather than factory prepared foods

Provide recommended list of healthy snack choices to students, staff, parents, and administrators

Explain the importance of menu planning and food prep in eating right and avoiding impulse eating

Discuss the use of a food diary to track the intake of all foods and their calorie and carb status

Discuss alternative food choices that will assist in enjoying celebrations without interfering with healthy eating

Invite a dietician from OPS or a grocery store to discuss healthier eating with students and/or staff members

Provide opportunities for families to increase their awareness of healthy eating by having a wellness table at Parent/Teacher Conferences.

Physical Activity:

Provide extra gym/recess time as a reward for good attendance, MTSSB data, and academic goal attainment

Offer walk club after breakfast and lunch

Staff can earn steps while hall monitoring – contest

PE Teacher provides instruction to school staff on games that include physical activity and can be used with students inside or outside in addition to PE time

Allow students time for movement throughout the day (e.g., brain breaks)

School Based Activities that Relate to Nutrition and Physical Activity (i.e., General Wellness):

Present general health and wellness information at regular staff meetings (e.g., stress management, benefits of walking, how to read a nutrition label, etc.)

Promote health and wellness messages in school communications (e.g., school newsletter, website, etc.)

Avoid scheduling clubs or activities during lunch so students and staff members can enjoy a relaxing lunch

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	Monitoring Progress: (Documentation should be kept in the Wellness Binder) What are the benchmarks you will use to determine progress

	towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.
Students will be motivated by non food activities. Students will be allowed to choose options to work for.	Choose one schoolwide contest for each area for each semester. !00% Participation for team times is the goal.
Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.	
Wellness committee will visit with team times who do not participate in the physical activity contests.	
Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?	