

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/Freshmen On-Track/ College and Career Academies/Dropout Prevention/MTSS-B___
School Principal Name:	Anthony Clark-Kaczmarek
School Principal Email Address:	anthony.clark-kaczmarek@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:	Matthew Ray
Superintendent Email Address:	matthew.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
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<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Phillip Painter James Cunningham Maria Calderon Takijah Loguda Anna Nelson Tara James Melissa Gates Jennifer Cuddy Alan Nesbitt Anthony Clark-Kaczmarek Megan Kaminski-Doloto 	<u>Titles of those on Planning Team</u> <u>Parent Administrator</u> Building Bilingual Liaison Curriculum Specialist Student OPS Title 1 Office Assistant Principal Instructional Coach Dean of Students Principal Curriculum Specialist
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School Information <i>(As of the last Friday in September)</i>		
Enrollment: 1512	Average Class Size: 30	Number of Certified Instruction Staff: 96
Race and Ethnicity Percentages		
White: 14.7 %	Hispanic: 71.2 %	Asian: 1.1 %
Black/African American: 9.1 %	American Indian/Alaskan Native: 0.4 %	
Native Hawaiian or Other Pacific Islander: 0.3 %	Two or More Races: 3.2 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 73.23 %	English Learner: 17.87 %	Mobility: 7.65 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	FICA Report Card/SIP
Pre-ACT	Self-Assessment Survey (SAS)
ACT	Climate Survey
ELPA21	

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>Bryan High School has employed an online assessment tool to support classroom instructional coaching visits. This Effective Learning Environments Observation Tool (ELEOT), used by the leadership team, identifies and documents observable evidence of classroom environments that are conducive to student learning. The ELEOT is utilized for the development of the School Improvement Plan (SIP) by providing insight on necessary professional development throughout the school year. This valid and reliable aggregated data provides statistical reports capturing the needs of the building. The reports are divided into seven sections identified as what students need to succeed in the classroom: 1) Equitable Learning, 2) High Expectations, 3) Supportive Learning, 4) Active Learning, 5) Progress Monitoring and Feedback, 6) Well-managed Learning, 7) Digital Learning. The ELEOT primarily focuses on student involvement and engagement within the classroom setting (see ELEOT).</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 for teachers to best use the data for instructional adaptation. Growth considerations are given to race/ethnicity, free/reduced lunch status, special education, and ESL. The math, science, and reading data, along with goal setting, reinforce a focus on self-sufficient, critical thinkers. Individual student data is used for course placement such as honors level and remedial support classes (see data book pages 23-45).</p> <p>The MTSS-B (Multi-Tiered Systems of Support for Behavior) team utilizes process, perception, 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 completes the TFI (Tiered Fidelity Inventory). Part of the TFI involves external evaluators interviewing students and staff related to specific features on the MTSS-B plan. These results are submitted to the team for plan adjustments. The SAS and TFI align directly with the MTSS-B Process (see TFI, SAS Items, SAS Subscale, and SAS Total Score).</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. The data is utilized to plan behavioral instruction during Advisement (see data book pages 5-15).</p>	

A quarterly report, capturing all items on the comprehensive school improvement plan, is shared as a progress report card with staff members. This report card, known as FICA, consists of Freshman On-Track data and goals, Instructional data and goals, Climate/Culture data and goals, and Attendance data and goals. Staff members have opportunities to review the data as they work in collaboration with other staff members at meetings and/or during Academy PLC times throughout the school year. During Academy PLC times, staff members focus on instruction, engagement, and literacy strategies as well as how to improve climate/culture and attendance. Through evaluation of student work, professional development, collaborative conversations, coaching, and continued data collection and review, the classified and certified staff work together to implement, monitor, and adjust the School Improvement Plan (see 2022-23 Bryan High SIP, SIP One Pager, 2023-24 FICA Report Card, PLC Overview and Schedule).

The ELPA21 Summative is the statewide English Language Proficiency Assessment that all K-12 English learners (ELs) take each spring. The test consists of four tested domains: Reading, Writing, Speaking, and Listening. ELPA21 is designed to measure the performance of English learners as they progress through their K–12 education and achieve college and career readiness. The assessment items are designed to gather evidence that shows students are progressing toward or meeting the English Language Proficiency (ELP) Standards. These standards highlight the critical language, knowledge about language, and skills using language in the College and Career Ready Standards. The results provide an overall proficiency determination as Emerging, Progressing, or Proficient. Staff members have opportunities to review ELPA21 building results during faculty workshops and to disaggregate the data based on academies and individual students. Staff members align academy and student needs such as ACT scores with research-based EL strategies, proven to be beneficial for all students (see Ag Academy ELPA21 on track, EL Excellence Every Day, ELs at Bryan High).

1.2

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.

Internal efforts are made to ensure a significant number of parents and community climate surveys are completed. The survey is presented via email link to all parents/guardians. The survey can be found at: www.tinyurl.com/OPSParentVoice or https://ops.co1.qualtrics.com/jfe/form/SV_892QBeLFTabnaHr. Students and staff members, both certified and classified, are also sent a climate survey link 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 various stakeholders and the results are used to help develop strategies within the school improvement plan. During the annual review of the School-Parent Compact and the Family Engagement Policy, parents and staff members have an opportunity to discuss specific student activities and supports offered by the school. Parents are encouraged to identify areas of need and to share ideas to help meet those needs. Ideas are taken into consideration when creating the school improvement plan as well as the Title I Engagement Policy and Compact (see Data Book pages 13-17, SIP One Pager, Climate Survey).

1.3

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.

The School Improvement Plan outlines an implementation design for academics, staff retention and development, an increase in attendance, a reduction in behavior events, and an ethic of care. These school priority focus areas have been identified by the district and support the portrait of a graduate. The school specifies each focus area through the on-going FICA progress report card, identifying improvements in Freshman On Track, Instruction, Climate/Culture, and Attendance. 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 strategies throughout the school year (See 2022-23 Bryan SIP, 2022-23 FICA Report Card, and SIP One Pager).

2. Schoolwide reform strategies

2.1

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.

The schoolwide improvement plan to raise student achievement infuses the OPS Best Instructional Practices Handbook which is evident 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. The Framework focuses on consistent procedures and routines as well as a guaranteed and viable curriculum. All students benefit from the use of the OPS Instructional Framework. Additional levels of academic and behavioral supports are identified through SATs (Student Assistance Teams) and MTSS-B screening forms. 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 SAT Teacher Input Form, Tier 2 Nomination Form, BIPH).

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, career/trade fairs, and specialized programs through community partners (see Bryan High Student Handbook page 8).

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 unable, for various reasons, to acquire mental health supports. 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 students. The School Based Health Center (SBHC) collaborates with administrators, the social worker, school nurse, and counselors to support the physical and emotional well-being of all students (see page 11 Bryan High Student Handbook).

All students who enter Bryan High School will participate in the 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. Highlighted career fields lead to high skill, high wage and in-demand jobs. Students will also learn transferable skills that will help them succeed, no matter their future path. The Nine for Nine program provides comprehensive support for freshmen transitioning to high school. Each freshman is assigned to an academic team, creating a smaller learning community for support. Teachers monitor data through the On Track Program to ensure students remain on track to graduate. Freshmen also enroll in a college and career exploration course called Seminar allowing them to explore interests and pathway options. The program emphasizes student involvement through various activities designed to engage both students and families. Advisory boards foster community partnerships, while quality classrooms promote deeper content learning. JumpStart offers four days of summer activities before the freshman year, and an orientation provides a dedicated day for freshmen to build connections and voice their goals. Advisement sessions with caring adults also help freshmen develop critical thinking, monitor personal progress, and build leadership skills (see www.ops.org/domain/762).

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 students. A variety of certifications are available to students as they complete their capstone courses. The up-to-date industry information allows monitoring and adjustments of curriculum based on student and program progress. In 2022-23, the existing academies of Urban Agriculture and Transportation, Distribution and Logistics (TDL) were joined by the Design and Construction Academy and Education Academy (see BHS College and Career Academies, <https://www.ops.org/Page/2003>).

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 as the New Teacher Induction Program connects teachers with necessary building and district supports. New teacher meetings are held monthly at the school (see Monthly Mentor Ideas).

Bryan High provides professional development and instructional coaching on the OPS Strategic Plan of Action, 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 OPS Strategic Plan of Action and Best Practices Handbook are designed to ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. All leadership team members coach instructional staff (see BIPH).

Staff members have the opportunities to attend educational conferences which offer numerous benefits. Conferences provide opportunities for professional development and networking, allowing staff members to stay updated on the latest research, teaching methodologies, and technologies in their subject area. Staff exchange ideas and best practices with colleagues from different institutions, gaining fresh perspectives and insights. Educational conferences empower staff members to improve their skills, stay informed, and contribute to the advancement of the school improvement plan (see ASCD, www.ascd.org/events/annual-conference).

The Freshmen Teams meet regularly to discuss academic, behavior, and social emotional concerns for cohorted students. These Professional Learning Communities also share strategies learned during specialized district curriculum days throughout the school year. Departments meet monthly for content specific professional development. Faculty workshops and meetings are also held on a monthly basis, focused on professional development outlined in the school improvement plan and other school or district initiatives (see Staff Meeting, Freshman Agenda November).

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.

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. The Student-

<p>Parent Compact is also reviewed and modified at the annual fall PTO Meeting. 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. Students are required to sign for receipt of the Handbook. The compact is also posted on Bryan High's website (see PTO Agenda-Slide 1, Bryan High Student Handbook 2023-24 pages 13 & 14, www.ops.org/domain/353, Latino Parent Meeting, August Parent Meeting Agenda 2023-Spanish).</p>	
4.2	<p><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> <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. The Engagement Policy is also reviewed and modified at the annual fall PTO Meeting. 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. Students are required to sign for receipt of the Handbook. The compact is also posted on Bryan High's website (see PTO Agenda-Slide 1, Bryan High Student Handbook 2023-24 pages 13 & 14, www.ops.org/domain/353, Latino Parent Meeting, August Parent Meeting Agenda 2023-Spanish).</p>
4.3	<p><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> <p>The annual Title I parent meetings were held on August 31, 2023 (Spanish) and November 13, 2023 (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. In addition to the annual Title I parent meetings, the school schedules four additional Latino Parent meetings throughout the school year with various topics such as mental health, end of year reminders, and community resources. Parents serving on the Freshman Academy Advisory Board, provide direct communication with staff coordinators of the academy (see PTO Agenda-Slide 1, Bryan High Student Handbook 2023-24 pages 13 & 14, www.ops.org/domain/353, Latino Parent Meeting, August Parent Meeting Agenda 2023-Spanish, English-April 2024 Parent Meeting).</p>

5. Transition Plan

5.1	<p><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> <p>To help support incoming freshmen 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 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 as they enter high school. At the beginning of second semester, middle school eighth graders are invited to the high school for a Welcome Rally where they are celebrated and informed about life at Bryan.</p>
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Omaha Bryan High School also holds a Freshmen First Day at the beginning of the school year in which only freshmen 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, how to plan for success, and how to get involved at Bryan. (See Freshman Day Schedule)

Bryan High School also cohorts freshmen into three teams. Each team has a dean and counselor paired with the teachers. In these cohorts freshmen take multiple classes in a smaller community-like atmosphere. One of these classes is Freshman Seminar. In Freshman Seminar students participate in lessons about credits, academy programs, social and emotional health and more (see <https://www.ops.org/Page/1983>).

When a new student comes to Bryan High mid-year, a meeting is held with an administrator, the student, and the 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 students is provided and 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 other financial aid. Counselors provide a list of important dates and deadlines so that parents can keep their students on track throughout the school year. Community resources are shared with parents and include 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. Counselors send meeting invitations to specific parents of senior students needing additional credits to graduate. This meeting is held during parent/teaching conferences. Monthly Counseling Newsletters are sent out via email with timely information about counseling activities, scholarships deadlines, college visits and more (see the October Edition here <https://www.ops.org/Page/2081>).

To support on time 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 four-year learning path, and better track progress towards graduation and post-secondary choices. In addition, students are encouraged to take part in community internships aligning directly with the college and career academies and pathways.

ACT prep courses are offered during the school day. All students will take the ACT as the State test their junior year. Scholarships 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 AIM are designed to provide supports and information about college preparedness, applications and scholarships.

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 Special Programs. Dual Enrollment is a low-cost model where students have reduced tuition rates, they can transfer earned credits to another college or university, and where they 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 transfer ability 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.

Teachers have the chance to create engaging curriculum plans through curriculum writing, ensuring they're up-to-date and captivating. Data analysis is integral to the staff planning process, empowering staff to continuously monitor student progress and adapt instructional support accordingly. After-school support programs like night school and Homework Hotline offer tutoring and homework assistance in math, science, and reading. Seniors also have access to similar opportunities through "Senior Saturdays" to ensure they stay on track for graduation.

Student Assistance Teams (SAT) meet during school or after school to determine what supports are necessary to help students find success. 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 offer students chances to learn through hands-on experiences, fostering pride, resilience, inclusivity, and compassion. These experiences expose students to various career pathways, colleges, businesses, and community non-profits, reinforcing classroom lessons. The commitment to expanding these opportunities is evident in every college and career academy and through cohorted curriculum initiatives.

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, SAT Teacher Input Form, Extended Learning Procedures-1, REQUEST Extended Learning Form-3, Hall Sweep Worksheet, SAT Teacher Input Form, Senior Saturdays, Tutoring).