OPS School Improvement Plan
2021 2022
High School: Bryan High School

OMAHA+ Public Schools

Academic

**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 Outcome:	
1. Using the 4-year cohort graduation rate, we will increase the percent of students who are identified as graduating on time by 2.2 %. (High School) *2019-2020 Goal Achievement 80.3%; Increase of 16 students.* *2020-2021: 82.3%: Increase of 10 students* ***2021-2022: 84.5%: Increase of 10 students*** 2. For all NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as "On-Track" or "ACT Benchmark" by 3.6% ELA; 3.9% Math; 3.5% Science (High School) *ELA: 2019-2020 Goal Achievement: 32.2%* *Math: 2019-2020 Goal Achievement: 26.1%* *Science:2019-2020 Goal Achievement: 34.3%*	**School Intended Outcomes** 1. *2019-2020 Goal Achievement 81.23%; Increase of #__9___ students.* 2. *ELA: 2019-2020 Goal Achievement: 19.25%* 3. ***Math: 2019-2020 Goal Achievement: 15.45%* 4. *Science: 2019-2020 Goal Achievement: 24%*

School Vision	School Mission
Building a tradition of excellence one Bear at a time.	Bryan High School in partnership with students, families, and the community provides a student-centered learning environment that cultivates character, fosters academic excellence, and embraces diversity to prepare students for post-secondary opportunity and career readiness.

School Academic Goal:
Bryan High School staff will focus on developing students to be self-sufficient readers and critical thinkers through the utilization of daily literacy goals, learning goals, academic conversations, and higher-level questioning.

School Department Goals
- FCS will focus on posting relevant learning goals daily.
- Business, Marketing, Urban Ag. and Industrial Tech. will incorporate peer coaching and collaboration to create "real world" connected HLQ's
- Math increasing discourse, creating common Formative assessments for main courses and decreasing failures by 5%.
- Science departments with continue to utilize the HLQ Bank and contribute 3 questions per semester.
- Social Studies department action items include posting learning goals and HLQ's daily, maintain open, student centered discussion, and utilize content heavy rigorous resources.
- English Department will focus on being self-aware and practice referring to learning goals throughout the lesson. They will also work collaboratively to create an HLQ list as a shared resource. HLQs and learning goals will be in the same place and make students know where they can view these as a procedure, so they get used to looking at it by themselves.

- ESL Dept will provide student friendly language when writing learning goals. They will also include content and language goals & have students write them in their planners
- World Language Department will work on developing ways to motivate students to continue learning a new language. They will continue to increase the use of authentic resources in the development of daily learning goals.
- Music Department will work to change a culture of attending outside school rehearsals & performances. They will also educate families on the importance of music.
- Art Department will strive for 100% participation, lower fail %, to engage in collaboration, and make meaningful art.
- SPED Department will promote collaboration between general education and special education teachers. Particularly encouraging meaningful participation in IEP meetings.

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

-Daily implementation of student-centered learning goals connected to higher level questions (HLQs) and aligned with the OPS curriculum guides. (AQuESTT Tenets 1: Educational Opportunities & 6 Postsecondary, Career, and Civic Readiness/ eleot: B. High Expectations).

-Daily implementation of a focused literacy goal. (AQuESTT Tenets 1: Educational Opportunities & 6 Postsecondary, Career, and Civic Readiness/ eleot: B. High Expectations).

- School wide implementation of academic conversations to in increase rigor and relevance. (AQuESTT Tenets 1: Educational Opportunities & 5 Student Achievement and Growth/ eleot: B. High Expectations/D Active Learning).

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 will continue to utilize 4 identified Levers of Instruction: F.I.C.A. (Freshman On-Track, Instruction, Climate and Culture, Attendance) -Instructional leaders will focus instructional coaching to include a posted learning goal with a connected HLQ and daily usage of a literacy goal. -Instructional leaders will lead data-driven conversations with staff. -Teachers will post learning and literacy goals that are written in student friendly language and posted in every classroom. -A Higher-Level Question (HLQ) connected to the learning goal is posted in every classroom. -Learning Goal, literacy goal and the HLQ are referred to in the lesson. -All learning activities and assignments are aligned with goals and standards.	-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 10%. -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 10%. -For all NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as "On-Track" or "ACT Benchmark" by 5%. -Increase the number of students On-Track or College and Career Ready on the PreACT by 5% compared to last year.

7/9/2021

-Learning Goals are clear and measurable. -The HLQ assesses student understanding of the goals. -Planned checks for understanding clearly align to learning goals -Instructional questioning is used to scaffold learning to help students proficiently respond to the HLQ. -Daily student response to the HLQ. -Students engaged daily in learning through the usage of academic conversations strategies. -Teachers will continue to provide students descriptive feedback. -Students actively utilize teacher's descriptive feedback to improve their ability to answer higher-level questions. -Reduction of course failure rates. -Increase the number of students meeting or exceeding MAP Growth Goals. -Staff will participate in a quarterly peer coaching data walk. -Quarterly SIP report card will be completed and reviewed by staff to ensure adherence to the SIP plan and ensure continued growth.	-By the end of 1st quarter 100% of classroom will have a posted learning goal written in student friendly language as evidenced during lesson plans, school data walks and coaching visits. -By the end of 1st quarter 100% of classroom will have a posted daily HLQ written in student friendly language as evidenced during lesson plans, school data walks and coaching visits. -By the end of the 2020-2021 school year course failures for Math and ELA courses will be reduced compared to the 2020-2021 school year.

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 -Bryan High School staff will review a quarterly FICA BHS Report Card per department which will contain data pertinent to the SIP plan. Adjustments will be made as needed based on quarterly data. Additionally, a school report card will also be utilized by staff. -Utilizing the Bryan High Coaching Template, building leaders will review coaching data and determine supports needed for staff. -Building instructional leaders will follow a coaching schedule and complete the coaching template to generate data used quarterly. -Building leaders and teachers will review course failure rates during department meetings and determine which students need additional supports. -Teachers will update grades every two weeks. -Instructional leaders will complete lesson plan checks, looking specifically for learning goals written in student friendly language and the utilization of a daily HLQ. -School generated surveys as needed. -Monthly faculty workshops utilizing data to focus on student achievement. -Monthly department meetings utilizing data to focus on student achievement. -Quarterly gradebook calibrations completed at the department level.	**QUARTER 2** -Bryan High School staff will review a quarterly FICA BHS Report Card which will contain data pertinent to the SIP plan. Adjustments will be made as needed based on quarterly data. -Building leaders will review coaching data and determine supports needed for staff. -Building leaders and teachers will review course failure rates during department meetings and determine which students need additional supports. -Teachers will update grades every two weeks. -Instructional leaders will complete lesson plan checks, looking specifically for learning objectives written in student friendly language and the incorporation of a daily HLQ. -Building leaders and teachers will review course failure rates during department meetings and determine which students need additional support and credit recovery. -School generated surveys as needed. -Monthly faculty workshops utilizing data to focus on student achievement. - Monthly department meetings utilizing data to focus on student achievement. Building instructional leaders will follow a coaching schedule and complete the coaching template to generate data used quarterly. -Quarterly gradebook calibrations completed at the department level.

QUARTER 3	QUARTER 4
-Bryan High School staff will review a quarterly FICA BHS Report Card which will contain data pertinent to the SIP plan. Adjustments will be made as needed based on quarterly data. -Building leaders will review coaching data and determine supports needed for staff. -Building leaders and teachers will review course failure rates during department meetings and determine which students need additional supports. -Teachers will updated grades every two weeks. -Instructional leaders will complete lesson plan checks, looking specifically for learning objectives written in student friendly language and the incorporation of a daily HLQ. -School generated surveys as needed. -Monthly faculty workshops utilizing data to focus on student achievement. - Monthly department meetings utilizing data to focus on student achievement. -Building instructional leaders will follow a coaching schedule and complete the coaching template to generate data used quarterly. -Quarterly gradebook calibrations completed at the department level.	-Bryan High School staff will review a quarterly FICA BHS Report Card which will contain data pertinent to the SIP plan. Adjustments will be made as needed based on quarterly data. -Building leaders will review coaching data and determine supports needed for staff. -Building leaders and teachers will review course failure rates during department meetings and determine which students need additional supports. -Teachers will updated grades every two weeks. -Instructional leaders will complete lesson plan checks, looking specifically for learning objectives written in student friendly language and the incorporation of a daily HLQ. -Monthly faculty workshops utilizing data to focus on student achievement. - Monthly department meetings utilizing data to focus on student achievement. -Building leaders and teachers will review course failure rates during department meetings and determine which students need additional support and credit recovery. - Building instructional leaders will follow a coaching schedule and complete the coaching template to generate data used quarterly. -School generated surveys as needed. -Review graduation rates. -Review accreditation results.

Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?

Title I and the general fund budgeted dollars will be aligned to the four identified levers for improvement: F.I.C.A. (Freshman-On Track, Instruction, Climate and Culture, Attendance)
 (FICA).

7/9/2021

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 Goal Achievement: 31.7%   2021-2022 Goal Achievement: 33.7%

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 Goal Achievement 31.7%   2021-2022 Goal Achievement: 33.7%

Strategy(ies) (add AQuESTT Tenets/Cognia 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 Cognia: Equitable Learning & Supportive Learning)
- 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 Cognia: Equitable Learning & Supportive Learning)
- Implement Success Mentoring Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and Cognia: Equitable Learning & Supportive Learning)
- Weekly email/text communication sent to families for those students have been absent 5 days. (AQuESTT: Positive Partnerships, Relationships, and Success and Cognia: Equitable Learning & Supportive Learning)
- Freshmen Academy Teams will include conversations about student attendance in weekly meetings and develop interventions to encourage students to strive for 95. (AQuESTT: Positive Partnerships, Relationships, and Success and Cognia: Equitable Learning & Supportive Learning)
- Continued implementation of the Sophomore On-Track program.

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 - Teachers provide positive feedback to support daily attendance and promote future attendance - 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 - Administrators and Deans will work with Attendance Navigators to increase the frequency of student and parent/guardian conversations about student attendance. - Daily Announcements will provide attendance awareness and recognition	- Review Attendance Dashboard data during weekly Attendance Meeting - Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint - Weekly meetings with Attendance Navigators - Freshman On-Track indicators monitored and shared with staff - Teachers will maintain Parent Contact Logs in Infinite Campus

- Weekly announcements will provide attendance awareness and recognition
- Incentive programs will be implemented during Advisement to reward improved attendance.
- Recognition for students who "Strive for 95"
- Attendance Team Members/Staff work with students and families to address attendance barriers.

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.

-Weekly Attendance Team meetings and review of students meeting or exceeding attendance milestones.
-Weekly teacher conversations with students who are meeting attendance milestones. Teacher documentation of conversations and report to the Attendance Team if barriers are present.
-Implementation of Attendance Navigators to meet with students multiple times per week who are frequently absent from school.

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. (District-wide, resolutions decreased by 3% during the 17-18 school year.)

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.

Strategy(ies) (add AQuESTT Tenets/Cognia 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: **Tier 1**	**Strategies:** **Tier 2**
• Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices. • Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity. • Attend Tier 1 Trainings. • Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches. • 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. • Staff will consistently follow the school's Behavior Flowchart to address behavior incidents.	• Assemble a Tier 2 team that will meet the needs of students who need short term targeted interventions. • Develop and use a Tier 2 Action Plan that will guide and document Tier 2 implementation. • Attend Tier 2 trainings. • Identify a staff member who attends six zoom Tier 2 Coach meetings. • 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. • Implementation of "Check and Connect" for select Tier 2 students. • Restorative Practices put into place for the Student Success Center (SSC).

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?	
Success Criteria: Tier 1 • Staff will teach, model and practice behavior expectations using the lessons and language from the school's behavior matrix. • Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students. • School-wide acknowledgement system (Positive Referrals) used to reinforce student behavior.	**Success Criteria:** **Tier 2** • Team will develop decision rules for Tier 2 nominations. • Staff will assist monitoring and implementing Tier 2 interventions.

- Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.

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.	**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.
   ◦ MTSS-B and Attendance Team data updates at select faculty workshops.
   ◦ Annual review of MTSS-B strategies through the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS).
	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.
	 • MTSS-B and Attendance Team data updates at select faculty workshops.
	 • Annual review of MTSS-B strategies through the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS).

Budget/Resource Alignment: What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?
Title I and the general fund budgeted dollars will be aligned to the four identified levers for improvement: F.I.C.A. (Freshman On Track, Instruction, Climate and Culture, Attendance)   (FICA).

Wellness

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

School Wellness Goal: Increase physical activity and participation for staff and students by increasing the number of wellness activities/opportunities throughout the school year.
Improve staff and student knowledge of healthy eating choices by including a healthy tip in the daily announcements.
Provide opportunities for families to increase their awareness of healthy eating by including wellness information in the Parent Newsletter.
Provide visuals in the cafeteria which encourage students to eat more fresh fruits and vegetables.

Strategy(ies)	
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:** -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 -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 -Create signage to help students better understand the amount of fruits and vegetables they can take in the cafeteria line.	-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:** -Establish walking groups for staff and/or students -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.**
-Increase number of participants in the school's identified wellness activity -Increase number of wellness activities offered to students and/or staff members during the school year	-Agendas, sign in sheets, and meeting minutes from school wellness committee meetings

Increase collaboration with the SBHC	Wellness Activity Documentation (e.g., number of staff members who participated in a staff meeting in discussion of a wellness topic.) Monthly staff wellness opportunities

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.
- Monthly check   - Utilize sign in sheets to assess participation   - Quarterly communication detailing staff participation numbers in wellness offerings, and incentives for increased participation.

Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?
Title I and the general fund budgeted dollars will be aligned to the four identified levers for improvement: F.I.C.A. (Freshman On-Track, Instruction, Climate and Culture, Attendance) (FICA).