

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.:	28-0001-021
School Name:	Bryan Middle School
County District School Number:	28-0001-021
School Grade span:	7-8
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Darren Rasmussen
School Principal Email Address:	darren.rasmussen@ops.org
School Mailing Address:	8210 S. 42nd Street Omaha, NE 68147
School Phone Number:	531-299-2300
Additional Authorized Contact Person (Optional):	Laura Gaunt
Email of Additional Contact Person:	laura.gaunt@ops.org
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>
<i>(include staff, parents & at least one student if Secondary School)</i>	
Darren Rasmussen Laura Gaunt Jessica Korth Lori Kuhns Megan Morgan Ashlee Clements Phillip Taylor Stephanie Suhr Rocio Burton (parent) Meghan Painter (student) _____ _____	<u>Parent Administrator</u> Principal Instructional Facilitator Math Teacher Assistant Principal Dean of Students Reading Teacher Assistant Principal Counselor Parent Student Student

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 835	Average Class Size: 25	Number of Certified Instruction Staff: 58
Race and Ethnicity Percentages		
White: 17 %	Hispanic: 69 %	Asian: 1 %
Black/African American: 8 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0.1 %	Two or More Races: 3 %	
Other Demographics Percentages		
Poverty: 87 %	English Learner: 6 %	Mobility: 9 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAP

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 instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Student data was examined from multiple sources of achievement data. In the attachment you will find the Academic Data Rep meeting memo that outlines the times that data was discussed. You will also find the 2017-2018 Bryan Middle School Data Book with specific pages referenced below.</p> <p>a. NSCAS data is on pg 8. b. Discipline data on pages 5 & 6. c. Snapshot of student demographic data, attendance data, and enrollment data is on page 3 and page 4.</p>	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i>
<p>In the Bryan Middle School Data book you will find the following information about parent & community feedback. School Climate surveys are distributed electronically from our district as well as opportunities to complete paper copies at Student Led Conferences and Open House events.</p> <p>a. Climate Survey is on page 11 & 12 of the data book. b. Mobility, Parent/Teacher summary is on page 7.</p>	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i>
<p>Throughout the school year we focused on providing professional development to staff through back to school meetings, monthly staff meeting, monthly team professional development, and on building curriculum days. Our School Improvement Plan was determined based on needs of improvement from aggregated data collected by research and determined by the School Improvement Committee.</p>	

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i>
<p>Students who are reading below grade level receive additional reading instruction in a tier 2 or tier 3 reading skills course. Teachers and students use the Read180 program for reading comprehension and the System44 program for vocabulary, word recognition, and phonic instruction. In addition, after-school tutoring is offered every Tuesday, Wednesday, and Thursday throughout the school year for students who are struggling academically in reading and math. Certified staff work with small groups of students on reading comprehension and math skills. Students are ability grouped to allow staff to differentiate instruction and topics. Bryan Middle has a full-time math paraprofessional who works in math classrooms with high numbers</p>	

of special education students. There is also a full time ELL paraprofessional who works with Bryan's two ELL teachers.

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
Letters provided by Human Resources Dept. indicating that all teachers and paraprofessional have met Title 1 requirements. Documentation is attached.	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Bryan Middle School has a professional development team that meets to provide professional development based on best practices for instruction. Three professional development opportunities occur through monthly staff meetings, team professional development, and book studies to staff. Bold School by Weston Kieschnick has been the topic for continuing discussions for this school year and emphasizes blended learning strategies. We provide professional development aligned with our book studies. We are also providing turn-key presentations from our district curriculum and development supervisors on various topics related to our action plan for academic achievement. Our focus this school year was on formative checks for understanding. Teachers also spend time in monthly department meetings discussing the Omaha Public Schools curriculum pacing guides and Nebraska state standards. During these meetings, teachers also discuss common assessments and student work.</p>	

5. Strategies to increase parental and family engagement

5.1	<i>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.</i>
<p>A school parent compact is sent home with our school orientation materials each summer for the upcoming school year. Parent conferences are communicated through our newsletters, website, emails, and post cards. Flyer App, which is a free mobile device app, allows our school to communicate pertinent information to parents on the go and allows us to provide another means of communication to our families. Title I information is also shared through this platform. Our Fall Orientation also allows us to communicate the partnership between the school and parents. Title I information is also in the Student Handbook that is provided to every student at Bryan Middle School. In addition, we welcomed feedback at our Title I family engagement night. Title I information is also in the Student Handbook that is provided to every student at Bryan Middle School.</p>	
5.2	<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>A school parent compact is sent home with our school orientation materials each summer for the upcoming school year. Parent conferences are communicated through our newsletters, website, emails, Flyer App, and</p>	

post cards. Title I information is also in the Student Handbook that is provided to every student at Bryan Middle School. In addition, we welcomed feedback at our Title I family engagement night.

5.3 *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.*

Parents are provided multiple opportunities to be involved with school activities and events, as well as welcomed to visit throughout the school day. Through our newsletters, Open House in September, and Student-Led Conferences (twice a year), we communicate how Title 1 funds are used within our building and throughout the school year. A Title 1 meeting was also held where parents were provided information on Title 1. We also provided parents family resources for addressing mental health needs within the family, our multi-tiered systems of support for behavior, and Nebraska College Preparatory Academy (NCPA).

6. Transition Plan

6.1 *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). Provide supporting documentation in the corresponding folder.*

6th grade visits to ease the transition for the following year during each spring.

Counseling orientation and tours for new students throughout the school year. New students are welcomed and meet with a counselor to develop a schedule to best meet their needs from the previous school. Counselors provide a thorough tour of the school to allow students to be able to locate their classes as well as ease their transition to our school. Each team of teachers is communicated through email and team meetings of any new student enrolling so staff are ready to welcome them to their classrooms. When we learn of a student transferring or moving in to our school, we determine team placement based on team numbers (including ESL, SPED). Then, the counselor meets with the family to answer questions and discuss class selection. A schedule is then created based on both student input and previous school classes and grades. On the start date for the student, counselors meet with the student to review the student handbook, answer questions, review the finalized schedule and take the student on a campus tour. The campus tour provides an opportunity to show the student where his/her classes are located as well as explain procedures for before school, breakfast, lunch, after school activities, bus transportation, attendance, school health office use, passing period bell schedule and traffic flow with the up and down stairwells. The new student is then escorted to class and introduced to the teacher. Follow up is done with the new student throughout the week to ensure successful transition.

Summer Transition Program: This is a four-week program in the month of June. Students go to classes with current Bryan Middle teachers in the areas of language arts, reading, math, and study skills. Students also receive opportunities to learn about the school and participate in enrichment activities.

Orientation letters for all incoming students at the beginning of the year that outlines the beginning days of the school year. Within this packet of information, parents are informed of the paperwork needed, school supplies, health questions, and a school calendar of events.

7th Grade First Day Transition Day schedule: Our first day of school is for seventh graders only. Students spend ample time in advisory learning about school procedures and routines, bell schedule, lockers, lunch routines, and how to find their classrooms.

Registration Transition Timeline document for incoming 7th and outgoing 8th grade students outlines the important calendar dates of events for incoming students as well as 8th grade students high school orientation dates. High School representatives visit our school in January to provide information to all of our 8th grade students about the programs available to them at each Omaha Public Schools high school.

6.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.</i>
<p>All Omaha Public Schools high schools visit our school with representatives to share the program opportunities and unique courses of study to all of our 8th grade students in January of each school year. This happens just prior to the high school open house schedule to allow our students to better understand the opportunities that are available to them through the Omaha Public Schools.</p> <p>Academic Information Forms are completed by 8th grade teachers for students moving into high school. Summer Transition School.</p> <p>High School Open Houses are scheduled for different evenings and weekends to allow our 8th grade students to visit all of our high school open houses to make the best decision for themselves and families as they choose which high school to attend.</p> <p>Registration Transition Timeline document for incoming 7th and out going 8th grade students outlines for our counselors and staff the events and activities that are provided to our students and families as they transition to our school, or from our school.</p>	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
<p>Students who are reading below grade level receive additional reading instruction in a tier 2 or tier 3 reading skills course, which equates to an additional 88 minutes of reading instruction 2-3 times per week. Teachers and students use the Read180 program for reading comprehension and the System44 program for vocabulary, word recognition, and phonic instruction. Bryan Middle has a full-time math paraprofessional who works in math classrooms with high numbers of special education and English Language Learners. The math department head has one additional prep period which she uses for math instructional coaching. Bryan's leadership team (principal, assistant principals, dean, and instructional facilitator) complete weekly instructional coaching visits. After-school tutoring is offered every Tuesday, Wednesday, and Thursday throughout the school year. Certified staff work with small groups of students on reading comprehension and math skills. Tutoring staff also serve as "mentors" for the students, and check student grades weekly. The tutors then also communicate with teachers and students regarding missing assignments. Teachers work either one-on-one with students, or in small-groups to assist students with classroom assignments. Students who do not have homework and/or missing assignments, receive additional reading or math skill instruction.</p>	

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>The school and community, through coordination and intergration of Federal, State, and local services and programs work together as partners in supporting high achievemnet for all students. Title 1 funds will be used to support funding for activities at some of the community partnerships listed below. Title 1, in conjunction with general funding, will support our after school enrichment programs in reading and math.</p> <p>- Latino Center of the Midlands</p>	

- School Based Health Centers
- Omaha Child Vision Collaborative
- Building Healthy Futures
- South Omaha YMCS
- Boys and Girls Club
- One World Health
- TeamMates Mentoring; provides support and mentoring relationships for students in grades 4-12th grade.
- N.I.C.E; serves American Indian students in grades 7 & 8 with the specific goal to increase academic performance in American Indian Students.
- Methodist Foundation Community Counselor