Bryan Community Focus Program

School Profile
January 2015

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School Profile

Bryan Community Focus Program had previously been located at 40th and South Street, up until the beginning of the 2011 school year. At that time, the Bryan Community transitioned into the former Hawthorne Elementary building. Before the Bryan Community moved to the Hawthorne building, Lincoln Public Schools completely remodeled the building to upgrade and accommodate the transition. Bryan Community is now part of the Witherbee Neighborhood and located right along S. 48th Street.

Bryan’s physical space now consists of eleven classrooms, including an art room, an FSC room and a science room with lab stations. Other rooms include a Student Child Learning Center, two computer labs, one gymnasium, a full media center, a full service cafeteria, a student intervention room, health office and administrative offices. The Bryan facility is comprised of two floors of learning opportunities for students and staff.

Bryan Community is an alternative high school program that combines high behavioral and academic expectations with flexible teaching designed to help students meet the requirements for a Lincoln Public Schools high school diploma. Students work in smaller learning environments using direct instruction with clear learning objectives. High School Graduation Plans are developed for each student with an emphasis being placed on post-secondary education and planning a career path trajectory.

Staff members teach students how to learn and think by creating relevance to their lessons and learning programs. Integrating school improvement strategies across the curricula improves achievement in the selected goals of vocabulary development, persuasive writing and reading comprehension. In addition, these strategies help build cross-curricular connections and help students see the relationships between subject areas. Using the format of flexible teaching as one of the vehicles for making those cross-curricular connections, students see the relevance of developing a strong vocabulary, improved writing skills, and increased reading abilities. The classrooms are structured to help students find personal solutions through reflective experiences and posing questions that engage them.

While at Bryan, students also focus on relationship building, teamwork and increasing personal development skills. Students work to develop the strategies that contribute to becoming a capable, successful adult. Bryan Community students demonstrate respect with each other and with staff members through cooperation and the ability to problem solve conflicts. They strive to create a safe learning environment for themselves and their peers.

The Bryan Community focuses on creating a positive learning environment where each student is valued and learns new ways to be successful. Bryan teachers care about students and care about their learning. Special efforts are made to connect with students and build relationships that are meaningful and inclusive. Bryan is called a community because students and staff work together toward common goals.

School Mission

Ensuring all students will achieve the necessary learning to be successful up to and beyond graduation.

School Vision

The Bryan Community School will provide an environment which allows students to develop a sense of purpose, strive for excellence in academic achievement, promote self-determination and create opportunities to develop trusting connections with one another.
Guiding Principles

- Respect
- Responsibility
- Hope
- Caring
- Safety
- Peace

- We will establish a respectful learning community that embraces individuality by trusting, listening, and showing compassion to one another.

- We will assist students in developing a sense of responsibility by holding them accountable for their learning, decisions, and actions.

- We will strive to instill hope in all members of our community by increasing self-confidence and capability and by encouraging belief in our abilities to be successful.

- We will promote a caring environment in which every member of the community is involved in the practice of creating a welcoming, inviting, and helpful atmosphere for others.

- We will ensure student and staff safety by providing procedural processes that create a sense of physical well-being. We will strive to create an environment that is emotionally safe by seeking to understand, maintain confidentiality, and honor student emotional expression.

- We will develop a peaceful environment by accepting ourselves and others and resolving differences through communication, seeking and giving support and ensuring fairness.

Student Information

The Bryan Community Focus Program is not an alternative to being suspended or expelled from another school. Students choose the Bryan Community Focus Program because they are able to function more comfortably and appropriately in a school environment that is small and where student participation is emphasized. The Bryan Community Focus Program is open to students from all six LPS high schools.

To become a part of the Bryan Community Focus Program, students are referred to us through their home school. Once referred, students and families participate in an interview. This interview is used to determine what type of programming students would need to be successful if selected to attend school at Bryan. The interview is also used to discuss a student’s commitment to their education and to making the changes necessary to move toward earning their diploma from Lincoln Public Schools. Grades and attendance are monitored weekly, and plans are put into place (when needed) to assure academic and behavioral success.

Learning to be a positive member of the school community is stressed. Students learn what it is to work with others toward common goals. Bryan students work in flexible learning environments that may include working individually, in small groups with close teacher contact, or in classrooms with low teacher-student
ratios. Students are organized in learning experiences with class sizes of approximately twelve to fifteen students.

Bryan students have a chance to be an important part of the school community and are valued in the contributions they make to the classroom and to the school experience. Bryan teachers are open to discussing ideas, suggestions, questions or concerns that students may have in regard to developing community.

To begin the 2012 school year, Bryan Community welcomed freshmen students once again into the building. This change was made to assist our district in increasing the on-time graduation rate. Bryan staff studied the research regarding 9th grade transition to high school and welcomed the opportunity to help specific students be successful during this first year. Students referred to our program as 9th graders were chosen by their middle school counselors and/or administrators. These students were selected due to a noted need for support, success found in smaller learning environments, and a consistent difficulty in a traditional school setting. In 2012, there were only four freshmen that began attending Bryan Community. Three of these students ended their freshman year on track to graduate on time. To begin the current school year, there are ten freshmen students enrolled at Bryan Community.

Even with this specific focus on 9th grade transition, Bryan continues to support students ages fifteen to twenty-one. We strongly believe in the importance of students earning their diplomas and will always support students who have yet to meet their graduation requirements within the typical four-year high school experience. Our work with fifth and sixth year seniors is critical to The Bryan Community Focus Program, Lincoln Public Schools and our students and families.

**Student Child Learning Center**

![Student Child Learning Center](image)

**Bryan Community has a significant number of student-parents. The Student Child Learning Center (SCLC) was conceived in order to help student-parents to be more successful parents as well as more successful students.**

Bryan Community’s Student Child Learning Center was opened in the fall of 2002. Our Student Child Learning Center mission statement is, “Partnering with children and families to become successful members of a community in a safe and inclusive environment for everyone to grow and learn together.” The program is funded federally and through the Sixpence Endowment grant, following the High/Scope Approach to early childhood learning. The Sixpence Endowment grant allows the center to operate with a 3:1 ratio. The center is a licensed facility and has also been accredited by the National Association for the Education of Young Children. In addition, the SCLC meets the requirement for ITERS (Infant/Toddler Environmental Rating Scale) along with NAEYC (National Association for the Education of Young Children).

The SCLC consists of two rooms, one infant room and one toddler room. The SCLC can enroll up to sixteen (eight in each room) infants and toddlers within the center.

The Student Child Learning Center has been an important addition to the school community. The center greatly increases the likelihood that parenting students will complete their high school education by providing a high quality education for their child while they attend school. Parenting and early childhood development
classes are required of all student parents, helping them understand, plan, and approach one of the most challenging and important jobs a person can do, that is, to be a parent.

Demographics for Bryan Community 2006-2015, Count of Students

<table>
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<th>School Year†</th>
<th>Total</th>
<th>Gender</th>
<th>Ethnicity*</th>
<th>Free/Reduced Lunch</th>
<th>Gifted</th>
<th>SPED</th>
<th>Graduates</th>
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<td></td>
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<td>Native AM</td>
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*Ethnicity categories changed beginning in the 2009-10 school year.
†End of year data for all students active at some point during the corresponding school year.
#Last Friday September 2010.
^As of March 22, 2012
‡As of May 20, 2013
~ As of Oct. 8, 2013

Data above shows the demographic trends over the past eight school years. Enrollment numbers have varied from 97-149 with our total enrollment goal being 150 students each year. Special education numbers have increased this school year due to the addition of a .5 FTE special education teacher. Students of poverty generally encompass a large percentage of our total population and we continue to serve students of differing ethnicities.
Graduation Requirements

The program at Bryan Community provides course requirements for students in grades nine through twelve allowing students to graduate with a diploma from Lincoln Public Schools. Bryan offers off semester courses allowing students to meet their graduation requirements and often times graduate mid-semester. All courses taught at Bryan Community follow the same Lincoln Public Schools curriculum, standards, pacing and rigorous requirements that all LPS students are expected to meet. Students who take a full schedule at Bryan Community earn 35-40 credits a semester.

Elective courses offered each semester are based upon the needs and goals of students. When enrolling at Bryan, students are asked about interest areas and every effort is made to register them in elective classes with similar objectives. Curricular offerings are based upon those needs and interests. Students may also elect to earn credits through an online, computer-based program called E-Learning. Students may earn additional credits through work experience, a course that blends job-based hours with learning experiences at the work place. Students must hold a job and work at least ten hours per week to receive work-study credit. Additional graduation credits are possible through other supervised, independent study options.

Instruction / Staff

<table>
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<th>Average Years of experience</th>
<th>12.21 years</th>
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<tr>
<td>Bachelor Degree</td>
<td>11 staff members</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>7 staff members</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1 staff member</td>
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Bryan currently has twelve certificated teachers who provide courses that meet the Lincoln Public Schools graduation requirements. They teach multiple preps within their certification areas to make sure this happens. Our special education staff includes two teachers that make up 1.5 FTE. The Student Child Learning Center employs two additional certificated teachers who facilitate the center and ensure guidelines are consistently followed. There are five para-educators in the daycare, one para-educator managing our Intervention Room and one Campus Supervisor also at Bryan. Other support staff includes our Executive Secretary, Student Involvement Technician, Security Entrance Monitor, Health Technician, School Nurse, and Cafeteria Manager. Finally, Bryan has one School Social Worker, one Psychotherapist, one Principal, and one Instructional Coordinator.
School Improvement / Professional Learning Communities (PLC) / Data Teams

Within the last five years, Bryan students and staff have focused on improving writing skills across all curricular areas. Students were asked to produce persuasive essays based on the learning that occurred in their classrooms. Students submitted essays four times a year. Data showed improvement in the areas of ideas/content, organization and word choice. Last year, student rubric scores encompassing the entire essay improved from 2.99 to 3.18. Teachers utilized universal strategies shown to increase skills in writing including the use of graphic organizers, summarizing and note-taking, independent practice, and reinforcing effort.

Additionally, Bryan focused on increasing student enhanced reading time. This was accomplished through teacher guided reading and self-guided reading throughout the 2011-2012 school year. Students participated in this reading opportunity during Homeroom and read at least fifteen minutes a week during this period. Bryan increased their total reading time by 611 hours within the timeframe of this goal.

Last year, in response to a district-wide initiative, Bryan participated in the Data Team process. First semester, teachers went through the steps to learn the process through a school-wide goal of increasing vocabulary connecting to the district goal of improving school achievement. Words common to the Bryan program were used with students to create a common language within our community. Teachers met in their data teams to assess their Homeroom students and created strategies for students to move toward proficiency. Second semester, teachers expanded their understanding of the data team process and looked at their content area. Within their content areas, teachers focused on the district goal to improve student achievement in reading comprehension using two different areas: improving vocabulary and close reading.

This year, the Bryan staff is continuing the work of Data Teams and gaining a deeper understanding of the process. Instead of a school-wide focus on vocabulary and close reading, teachers are working within their own specific curriculum to improve student learning. Teachers are striving to improve student achievement by cycling through the Data Team process at least two times per quarter. The Data Team process is designed to ensure individual student success. Our school wide goal for this year is that all Bryan students will increase academic achievement throughout the 2014-2015 school year. Individual student success within the Data Team process contributes to the collective increase in student achievement for Bryan students.

Support Programs

In addition to the regular class load, students have extra opportunities to receive support in many areas. The following programs are tailored for students who may need additional supports during or outside of the regular school day.

**TeamMates Mentoring Program**, founded by Dr. Tom Osborne, matches adults with students who would benefit from a positive adult relationship. Bryan Community currently has 14 matches. Teams of teachers and administration work together to help identify students who would most benefit from a mentor relationship. Bryan Community has seen both personal and school success due to this program.

**Learning Lab** is a structured study hall for all Bryan students used to ensure academic success. Students will work with teachers to complete assignments/projects or relearn/retest over essential objectives thus improving
overall performance in school. They also set and reflect on weekly academic goals to help them earn credit in every course they are enrolled in throughout the school year.

**Math Intervention** is a daily scheduled resource period when students can get additional support in working through the LPS math curriculum.

**SCIP (School Community Intervention Program)** helps connect students to outside agencies for suspected or confirmed drug/alcohol abuse. Teachers, administrators and counselors refer students to the SCIP team. The SCIP team gathers more information from teachers and helps the family decide where to go next for additional support.

**SAT (Student Assistance Teams)** are faculty members that meet on a weekly basis to discuss student concerns related to academics and behavior. Student assistance team members make contact with specific families, call students in for problem solving sessions and serve as an advocate to the students assigned to their team.

**Bryan Intervention Room** is used to assist students who have been absent from school, need an alternative place to work outside of the classroom or have consequences for minor rule infractions. This room has been a positive support to Bryan student

### Unique Characteristics

**PBiS Positive Behavior Intervention Support**

PBiS is a school-wide approach that emphasizes proactive strategies for defining, teaching and supporting appropriate student behaviors to create a positive school environment. Introducing, modeling and reinforcing positive social behavior are important steps of a student's educational experience. Teaching behavioral expectations and then reinforcing students for following the expectations is a more positive approach than only responding to misbehavior. The purpose of school-wide PBiS is to establish a climate in which appropriate behavior is the norm. Students at Bryan are reinforced for good behavior through the use of Bryan Bucks. The Bryan Bucks can be used at our school store to purchase items such as food or coupons to local businesses.

Bryan Community Focus Program staff believes that PBiS can help all students develop important social and learning skills. Bryan Community knows that when good behavior and good teaching come together, students will excel in their learning. Bryan staff has established several clear guidelines for the behavior that is expected in all areas of the building. Bryan Community staff will explicitly teach the expectations to students and reinforce them frequently through the use of Bryan Bucks and other incentives. The Bryan staff believes that helping students practice good behavior will help build a school community, where all students have an environment where they can succeed and grow.

**No Place For Hate** is an initiative created by the Anti-Defamation League (ADL) to help create and sustain inclusive school environments where all students feel valued and have the opportunity to succeed by promoting respect for individual differences while challenging bigotry and prejudice. Bryan has met the requirements to become a No Place For Hate School by organizing and facilitating at least three activities per year that support the ADL’s message.

**The 8 to Great** program provides an opportunity for students to be involved in a process that looks at the different traits that lead to being happy, healthy, and successful people. We explore the eight traits or “highways”, as outlined by MK Mueller that lead to success. The Highways include Get the Picture, Risk-Taking, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness, Gratitude and Hope.
**The Witherbee Help Line and LPS Emergency Food Pantry** are two ways that Bryan students consistently give back to the community. In the food pantry, students keep the food bank stocked, work with families in need, and manage the daily operation. The Witherbee Help Line, run by the Witherbee Neighborhood Association, provides students the first opportunity to help residents with yard work, housing repair, or neighborhood clean-up.

**One Full-Time Psychotherapist** is on site throughout the school year. The Psychotherapist helps mediate student disagreements, provides mental health support, connects students to outside agency resources and facilitates our SCIP program.

**The Winter Celebration** is an annual tradition at Bryan Community. Each school year in December, the Bryan staff prepares and serves the entire student body a holiday meal before everyone departs for the winter break. During this event December graduates are recognized for their accomplishments. Hall of Fame recipients are also recognized at the Winter Celebration. These awards are given to former Bryan Community staff and students. Recipients are chosen from a committee of Bryan staff.

**Washington D.C. / Holocaust Trip** is an annual trip that Bryan students have the opportunity to attend with their peers and faculty sponsors. Students get to see famous landmarks and destinations related to the Social Studies curriculum and the Holocaust Literature curriculum.

**Arts Are Basic** is a program that fosters the development of aesthetic education and is an important part of learning. Arts Are Basic serves as a catalyst not only to create a greater aesthetic awareness of the world but also to foster greater understanding of the world's peoples through culturally specific arts. The Bryan Community has been an Arts Are Basic School for the last thirteen years.

**GSA** (Gay straight alliance) can be a powerful tool used to transform schools—making them safer and more welcoming for LGTBQ youth and straight allies. The idea to start a GSA at Bryan came from students. The Bryan GSA network/school club is building student leaders that are learning the necessary skills to be a positive/school advocate. These student leaders are leaning that they can educate teachers and students to improve the school climate and make school safer for LGTBQ students. Students active in this group can help reduce violence, fight, the use of slurs on campus, and make school a place to learn and thrive.

**HUB-Central Access Point for Young Adults** is an agency dedicated to helping young people transition successfully into adulthood. The HUB provides employment readiness services and educational support. HUB staff are in the building weekly, as well as on-call to meet with students one-to-one.

**The Wellness Fair** has been a tradition at Bryan for the past ten years. Our goal for this fair has been to introduce students to community agencies. The agencies showcased typically serve youth, as well as expose students to professionals who educate them on mental health and wellness topics. We have had over thirty agencies set up booths and provide students with information on their agency as well as give them free giveaways.

**The Lincoln Quilter’s Guild** has partnered with the Bryan Student-Parent class for the last six years to share their passion for quilting with students and teach them how to make a baby quilt for their child. This intergenerational project has been an important part of the student-parent program and we are thankful for their voluntary commitment to our program.

**One School Social Worker** is a part of program to help students, parents and teachers identify the needs of students and provide support services that will assist students in being successful at school. These services may
include direct support or bridging students and families to community resources that would address their social, behavioral and emotional needs.

Celebrations of Success occur at the end of each quarter. This celebration allows all Bryan stakeholders to honor students who have showed great effort in their academic and social work. Celebrations include improved grades, increased attendance, and overall commitment to the Bryan program.

Student Testimonials

Students are some of the best promoters of our program. Our student’s connect to our program beliefs and principles by taking ownership of these ideals. When asked why Bryan is important to them or how Bryan has helped them achieve goals, students respond with personal reflections signifying the impact Bryan has had on them.

“There are more teachers to help me with hard work, and it is a better learning environment for me.” –Nolan B.

“Bryan is helping me to graduate. They have kept me busy with work and helped me understand things better. They have also showed me how to be more social.” – LeTia R.

“Bryan has helped me be more successful in school because it is a smaller community. Having a closer relationship with the staff has also helped me.” – Nicole S.

“Bryan has made me see how important school is to me and how much learning matters in life.”- Israel M.

“It has let me do what I need to do to make learning easier for me. The more freedom I was given, the more school work I have wanted to do.” – Demetri K.

“The staff at Bryan are fun and passionate about their work, which makes me passionate about the work that I do in class. Bryan gave me a different view of what school and learning means.”- Zach G.

“The best thing about Bryan is the smaller classes. The teachers and staff are very understanding and are willing to compromise and work one on one with me, which has really helped me!!”- Amelia S.

“Bryan makes me actually want to get out of bed and come to school every day. The teachers are helpful and easy to get along with. They motivate us and help us to truly believe in ourselves.” – Jane H.

“Coming to Bryan was the best decision I could have made! I was so far behind in my credits and thought I would never graduate, but when I came here the staff pushed me to do better and succeed. I have loved my experience at Bryan and coming here not only has got me on track to graduate but also made me a better person. I owe all the staff at Bryan a BIG thanks!!!” – Sophia A.

“Being at Bryan has helped me tremendously. While at my home high school I couldn’t keep focused. At Bryan, having a smaller learning environment has helped me to get the one on one academic attention I need. I am now on track to graduate on time and I have Bryan to thank for that.” – Jacob L.
“Bryan Community has helped me tremendously by having smaller classroom environments along with awesome, caring teachers and staff to support and help me reach graduation.” - Cory K.

“Bryan has helped me find myself and my strengths towards accomplishing my goals. I’m graduating on time and I wouldn’t have been able to without the help of everyone here. This school has helped me make something of myself and motivated me to continue my education.” – Katie R.

“Bryan has helped me fit in and I have found so many new friends that I would have never found. Bryan has helped me get my credits up to where they need to be and the teachers are amazing!! I’m so glad I came to Bryan!” – Carley B.

“Being at Bryan has helped me immensely. The teachers and staff take the time to understand your problems. They don’t chide you if you make mistakes. They help you learn how to avoid the same mistakes. I’m also able to work individually and one on one with my teachers, which was harder to do at my home high school. Overall my experience here at Bryan has been nothing but positive.” – Joaquin G.

“Being at Bryan has helped me recover credits so I am going to be able to graduate on time. Bryan Community has a small town feel to it which I like. Bryan also has the BEST staff ever!!” – Drue G.

“The best things about being at Bryan are that the classes are smaller so there are fewer distractions. Bryan has the best staff that make it feel like a family environment.” – Hunter A.

“At Bryan I am able to get the one on one time I need from teachers and they are always willing to stay and help me. The Bryan staff have encouraged me to try my best and work harder because they all want what is best for me. Before I came to Bryan I was seriously thinking of dropping out of school because I was so far behind in credits that I thought I’d never be able to graduate. With the help of the staff at Bryan I am graduating only one year behind my original graduation date. I wish I could turn back time and have started my freshman year at Bryan.” – Aubrey D.
Graduation Demonstrations
These district exams in reading and writing are given to all high school students in order to demonstrate they have met basic levels of reading and writing prior to graduation.

Reading GDE
The RGDE is administered on a designated days in the fall and spring of each school year. The testing period is a minimum of eighty minutes (although testing time is unlimited for any student who needs more time). Students read articles in a format that includes a combination of informative, feature and persuasive articles and answer multiple-choice questions for each article.

Reading Graduation Demonstration Results: Bryan Community
Percentage of Students Meeting RDGE Requirements

Fall Results

Spring Results

BRYAN
DISTRICT
Bryan students typically are very successful meeting the reading graduation demonstration requirements, compared to other high school across the district. Intentional instruction is put in place between the fall test and spring test. Small class sizes, intensive focus on curriculum/skill building and student commitment to graduating from high school can all be attributed to these results. Students take this exam seriously and know the importance of doing their best work when participating in the assessment. We are proud that our percentage of students meeting the RDGE is high and allows our students to fulfill their goal of graduating from high school.

**Writing GDE**
The WGDE is administered on three different days in the fall of each school year. The testing period is untimed for the multiple-choice section. Students must also complete a narrative writing example within forth-five minutes and an expository writing example within forth-five minutes.
Bryan students are also generally successful meeting the writing graduation demonstration requirements, compared to other high schools across the district. Bryan has historically outperformed other high schools; however, our scores have decreased over the past three years. We have noticed a larger number of students who have needed more support in the area of writing and have increased our course offerings to meet these needs. Small class sizes, intensive focus on curriculum/skill building and student commitment to graduating from high school again can all be attributed to the WDGE results. As a building, we have made writing a building focus rather than writing instruction reserved only for the English classrooms. Students take this exam seriously and know the importance of doing their best work when participating in the assessment. We are proud that our percentage of students meeting the WDGE is high and allows our students to fulfill their goal of graduating from high school.

Norm Referenced Assessments: ACT Composite Scores

Compared to other high school students across the nation, state and district, Bryan students traditionally fall behind on the ACT. Bryan students perform below the national average and have traditionally been outperformed by other students from Nebraska.

The 2012- 13 school year is the first year that all 11th graders in LPS took the ACT

Because the test is only administered during the second semester of Junior for students, the population of students taking the ACT will change from year to year. Making direct comparisons to previous years data is not an accurate comparison.

Introduction to NeSA Testing
All students in grades three through eight and eleven are tested with the Nebraska State Accountability, NeSA tests. NeSA-Reading was first administered in 2010. NeSA-Mathematics was administered in 2011 to all students in grades three through eight and eleven. NeSA-Science was administered in 2012 to students in grades five, eight, and eleven. Total scores and sub scores in NeSA tests are reported. Scale scores range from 0-200 on all three tests. Three levels of proficiency are determined by state cut scores and reported: “Exceeds the Standards, Meets the Standards, Below the Standards.” The scale scores and the proficiency levels on the tests are as follows:

- Exceeds the standards: 135-200
- Meets the standards: 85-134
- Below the standards: 0-84

**NeSA Reading**

NeSA statewide reading tests were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students were proficient on standards. The percentage of overall proficiency in meeting the standards is calculated based upon the numbers of students scoring “Meets” and “Exceeds” the standards.
NeSA Writing
The Nebraska statewide writing test measures some of the expectations within the state’s adopted writing content standards at Grades four, eight, and eleven. The assessment measures writing skills as defined by the content standards. The content of the test includes one persuasive prompt for eleventh graders for which students compose a writing sample. The NeSA-W scoring model uses one prompt, four domains, and two readers. The domains are Ideas/Content, Organization, Voice/Word Choice, and Sentence Fluency/Conventions. Each reader assigns a score to the student’s essay for each domain following a rubric developed by Nebraska writing teachers; the domain scores range from a low of one to a high of four. The relative importance of the domains was established as 35%, 25%, 20%, and 20% respectively.

NeSA Math
The NeSA Math assessment includes scores in four different categories including number sense, geometric measurement, algebraic and data analysis/probability.
- Since 2012 the district has decreased the amount of students below the state standard by 7%.
- In the last three years LPS students having met the state standard has increased from 32% to 35%.
- The amount of students above the state standard has increased from 23% in 2012 to 27% in 2014.
- In 2014, 62% of students in the district met or exceeded the state standards.
- Bryan is an integral part of helping students reach their potential to meet state standards and to help raise the graduation rate.

Classroom Observation DATA
Bryan staff members participated in the 20-Minute High Impact Survey during October 2014. This survey was conducted by the Dr. Jadi Miller, Lincoln Public Schools Director of Curriculum, and consisted of a twenty-minute observation in each Bryan classroom. During each observation, data was collected in the following areas: Time on Task, Ratios of Interactions, Expectations/Procedures, Student Friendly Objectives, Instructional Practices, Levels of Questions, Opportunities to Respond, Content Plan, Assessment for Learning. All classroom data was compiled together and reported as building data. The data showed strengths in the areas of Time on Task, Ratios of Interactions, Classroom Expectations, and Assessment for Learning. Areas needing growth include Opportunities to Respond, and Levels of Questions. Narratives are included below describing the data that was collected and strategies to be implemented by the Bryan staff to aid in improvement.
Time on task:
The Bryan time-on-task data shows that 76.6% of students were on task ten minutes into the lesson. At twenty minutes into the lesson, 70.5% of Bryan students were on task. These percentages were higher than expected by Bryan staff members, but much lower than the 90% which is the percentage rate researchers tell us is needed to see significant growth in student learning.

Bryan staff members are currently participating in several staff development opportunities to increase time-on-task with students. This school year they will complete book studies with *The Highly Engaged Classroom* and *Engaging Students With Poverty In Mind*. They are also utilizing strategies from Anita Archer’s book, *Explicit Instruction*.

Staff members are also participating in peer informal observations. Staff members will be looking for evidence of learned strategies during visits to each other’s classrooms. It is our hope that we will increase time on task by incorporating strategies from these sources into our classrooms on a consistent basis.
Opportunities to respond:
This informal observation data showed that Bryan teachers gave students the opportunity to respond (OTR) one time every two minutes. This data combines both group and individual opportunities given during classroom observations. Research tells us that we should be giving students one opportunity every thirty seconds. Our data is far from what research describes as best practice.

Bryan teachers will be working to increase OTRs for students in every class. We will work together to understand the importance of giving students frequent opportunities and using multiple strategies to engage students of all learning styles. This will be done by reading research articles, creating OTR action plans, and practicing recommended strategies. Staff will do this over time, sharing and reflecting with each other during staff meetings.

Ratios of Interaction:
The informal observation data shows that Bryan staff members provided reinforcing comments to students at a rate of 71%. Individual students received reinforcing comments at a 2:1 ratio, while whole groups of students received reinforcing comments at a rate of 3:1 ratio. These ratios are compared against correcting comments. The Bryan staff feels good with these ratios, but would like to see the individual ratio increase to a 3:1 ratio.
Classroom Expectations:
The high-impact survey checked the consistency of expectations across all classrooms. Specifically, observations were made on whether expectations were stated, whether expectations were posted, and if expectations were reinforced. These expectations were both academic and behavioral expectations as a combined observation. The data shows ten out of eleven classrooms have their expectations visually available for students. Two areas where Bryan staff needs to show improvement are in stating and reinforcing expectations to students.

Bryan staff members are currently participating in staff development to help increase consistency in regards to classroom expectations. Staff are utilizing strategies from Anita Archer’s book, *Explicit Instruction*. They are also incorporating PBiS interventions to clearly teach students of their individual classroom expectations.
### Instructional Time

The informal data shows that Bryan classrooms spend about half of a class period on Independent Practice. The data also shows Guided Practices happen about 18% of the time. It can sometimes be difficult to distinguish the difference between Independent Practice and Guided Practice because they are so similar.

Several curricular areas are being encouraged, on a district-wide level, to use the 5-E Lesson Plan Template when designing lessons. This would be geared to helping teachers diversify the layout of their lesson and use less Direct Instruction time. Additionally, the district is training teachers on the instructional strategies from *Classroom Instruction That Works, Part 2*. This will help teachers think about how to increase student engagement and find alternative approaches to presenting a lesson.
Content Plan:
This informal observation data shows that the Bryan staff does a fair job of explaining what students need to do on a daily basis. The data also shows that Bryan staff explain what students will need to learn at just over a 50% rate. Areas that need improvement are explaining how lessons fit into the grand scheme of the curriculum and also why the learning is important for students.
Levels of questioning:
When looking at levels of questioning at Bryan, we found that the majority of questions asked in class were closed and at the knowledge level. To build understanding and engagement we need to move toward more open-ended questioning at the understanding and/or application level.

Staff will work together to implement higher level questioning in their classrooms by reviewing *Effective Questioning* by Jim Knight. They will plan one “big idea” question a week for each class and begin to monitor open and closed questions used in their own classrooms.

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**Assessment:**
Observation data shows that Bryan teachers used frequent informal assessment and gave consistent feedback to students. We were pleased with this information, yet noticed that we still need to work on having students involved in their own assessment. This can be accomplished by asking students to graph or chart their assessment data, reflect on performance, or set goals for future test results. Research shows that having students involved in their own assessment can produce significantly higher results and has been noted as having a 1.44 effect size.
## Attendance Data for Bryan Community Focus Program

<table>
<thead>
<tr>
<th>Bryan Community Focus Program</th>
<th>Average Daily Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011, Semester 2</td>
<td>81.47%</td>
</tr>
<tr>
<td>2011-2012, Semester 1</td>
<td>79.6%</td>
</tr>
<tr>
<td>2011-2012, Semester 2</td>
<td>76.5%</td>
</tr>
<tr>
<td>2012-2013, Semester 1</td>
<td>79.84%</td>
</tr>
<tr>
<td>2012-2013, Semester 2</td>
<td>79.35%</td>
</tr>
<tr>
<td>2013-2014, Semester 1</td>
<td>73.59%</td>
</tr>
<tr>
<td>2013-2014, Semester 2</td>
<td>80.89%</td>
</tr>
<tr>
<td>2014-2015, Semester 1</td>
<td>82.3%</td>
</tr>
</tbody>
</table>

The average daily attendance rate for students at Bryan has always been an area of need. Our average is considerably lower than the district high school level average daily attendance percentages that range from 91.3% - 94.5%. The K-12 district data is also well above Bryan’s averages showing 95.2% average daily attendance for the 2011-2012 school year.

As a staff, we have implemented many attendance initiatives in the past few years. We meet with students individually, conduct team meetings, create attendance plans, and utilize the County Attorney for additional support. Students with excessive absences are also given detentions. The time spent in detention can be used for completing missed assignments and/or assessments. Bryan employs one Student Involvement Technician, has a Student Services Team (meeting once per week), holds SMART team meetings once a month, has implemented attendance into their PBiS plan, gives attendance rewards, and monitors tardy data to help emphasize the importance of good attendance. These supports are helpful; however, more must be done to make a significant difference in the attendance of Bryan students.

The number of Bryan graduates each year is dependent upon who the students are in our program and where they are in regard to completing their graduation requirements. Our student population changes each semester and many of our students come to Bryan very credit deficient. We work to assist students in credit recovery.
allowing them to graduate as quickly as possible. Typically students needing ninety credits or less to meet their graduation requirements can fulfill this in one school year, including the options of summer school and other methods to earn additional credits. Last year, fifty-two Bryan students completed their graduation requirements. Circumstances leading up to failing to meet graduation requirements are different for each individual student. Multiple attempts are made by Bryan staff to create plans with students to ensure they continue working toward this milestone.