Bryan High Continuous School Improvement Plan

Future On-Track Goal (formerly Freshman On-Track)

Many Bryan students remain off track for graduation due to course failures, incomplete credits, inconsistent grading and recovery practices, and uneven access to timely academic intervention and recovery. FICA Report Card data shows that our overall on-track rate is 66%, with continued concern for the Class of 2028 and Class of 2027. Bryan's confirmed 2025 graduation rate was 75% and the 2026 rate will be finalized after NLL/Operation Senior Push. Our next level of work is to strengthen systems that identify students earlier, connect data to action faster, provide clear academic recovery opportunities, and document interventions consistently so more students remain on track and graduate.

Root Causes:

1. Grading, assessment, retake, and academic recovery practices are not yet consistent across courses and departments.
2. On-track, Single F, EL failure, and credit data are monitored, but not yet consistently connected to timely classroom, PLT, academy, and Student Support Team action.
3. Students and staff do not yet have a consistent academic recovery system connecting tutoring, makeup assessment, recovery, Bears on Track, and graduation completion support.

Goal 1: By May 2027, Bryan will increase the overall on-track rate by 5%, resulting in an overall on-track rate of 71%. Additionally, an increase of at least 5% will be improved for the 2028 and 2029 cohorts improving the Class of 2029 to 75% and the Class of 2028 to 61%. The Class of 2027 graduation rate will improve to 85%.

Strategy: What will we focus on to achieve our goals?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?	Professional Development: What will you teach to support effective strategy implementation? Budget Planning
Strengthen on-track and graduation systems through consistent grading/recovery practices, early warning data, Student Support Team coordination, Bears on Track monitoring, tutoring/makeup assessment, credit recovery, and Operation Senior Push.	1. Calibrate assessment, retake, and academic recovery practices through department and PLT protocols. 2. Use Single F, EL failure, credit, GPA, ELO/athletic eligibility, and on-track data through the Student Support Team to identify students needing timely intervention. 3. Implement a tutoring and academic recovery system that includes makeup assessment opportunities and a clear teacher referral process. 4. Coordinate follow-up for students at risk of falling off track through SST, Bears on Track, academy teams, counselors and deans. 5. Monitor credit recovery, NLL, and Operation Senior Push to increase graduation completion. 6. Document Tier 2/3 academic interventions in Bears on Track for consistency, ownership, and follow-up.	1. Teachers provide timely grade updates and use aligned grading/recovery practices. 2. Student Support Team review Single F, EL failure, and course failure data and identify follow-up actions. 3. Students making academic progress are recognized through grade-level and academy systems. 4. Student Support Team, counselors, deans, academy teams, coaches, athletic staff, and activity sponsors coordinate intervention and participation decisions for students with on-track concerns. 5. Staff document Tier 2/3 interventions in Bears on Track and review follow-up during scheduled monitoring windows. 6. Fewer students accumulate multiple unresolved course failures before intervention occurs.	1. Quarterly FICA Report Card on-track data. 2. Graduation rate data, including NLL/Operation Senior Push completion. 3. Grade-window course failure rates. 4. EL failure rates and GPA distributions by grading window. 5. Tutoring, makeup assessment, credit recovery, ELO/athletic eligibility review, and Bears on Track participation/completion data. 6. Bears on Track intervention documentation and SST follow-up data.	Professional Development: 1. Grading, assessment, retake, and academic recovery calibration. 2. Using EL failure, GPA, credit, and on-track data to trigger intervention. 3. Tutoring, makeup assessment, Bears on Track, credit recovery, and NLL systems. 4. Student Support Team and Bears on Track documentation expectations. 5. Tier 2 academic intervention planning through PLTs, academy teams, and Advisement.

Many Bears, One Bryan. Every student on track. Every student graduating.

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Instruction Goal

At Bryan High, students are generally engaged, compliant, and supported through clear routines, modeling, and scaffolds. However, Instructional Rounds, ELEOT data, and student work analysis show that students are not yet consistently doing the cognitive and linguistic heavy lifting themselves. Student talk, reading, writing, problem-solving, and explanation are often brief, teacher-prompted, or scaffold-dependent. Our next level of work is to strengthen the Bryan High Classroom Commitments through Professional Learning Team (PLT) SMART goals, student evidence analysis, grade-level task design, EL language supports, and instructional feedback cycles.

Root Causes:

1. Students are not yet consistently required to use grade-level content and HQIM to read, think, talk, write, solve, and explain with evidence.
2. PLT SMART goals, proficiency criteria, and student evidence analysis are developing, but are not yet used consistently across teams to monitor learning and adjust instruction.
3. EL students need more consistent language supports and academic discourse routines to access grade-level content and demonstrate learning through speaking and writing.

Goal 2: By May 2027, Bryan High will increase the ELEOT Active Learning score from 2.95 to 3.10, reduce the percentage of Fs among English Learners in mainstream classes from 15% to 12%, and increase the percentage of students earning a GPA of 3.0 or higher from 34% to 40% by strengthening grade-level tasks, HQIM use, student discourse, writing, and evidence-based communication.

Strategy: What will we focus on to achieve our goal- our commitments?	Actions: To do list: things we need to do to implement our strategies	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?	Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
Strengthen grade-level instruction through High Quality Instructional Materials, PLT SMART goals, student evidence, and Classroom Commitments so students consistently read, think, talk, write, solve, explain, and demonstrate learning in every classroom.	1. Use PLT SMART goals to identify essential standards, define proficiency, collect student evidence, and monitor progress. 2. Design grade-level, content-based tasks using HQIM that require students to think, talk, write, solve, and explain with evidence. 3. Implement the Bryan High Classroom Commitments in daily instruction. 4. Analyze student work in PLTs to identify strengths, gaps, and next instructional steps. 5. Use low-inference notes, ELEOT, and Instructional Rounds to monitor student experience, provide feedback, and identify agreed-upon next steps. 6. Provide targeted EL supports through language scaffolds, academic discourse routines, and collaboration with EL-endorsed staff. 7. Continue ACT preparation through content-area instruction, student goal setting, and practice opportunities.	1. Students read and engage in grade-level, content-based, rigorous classroom tasks. 2. Students use High-Quality Instructional Materials to think, talk, write, solve, and explain. 3. Students work with peers to share thinking and justify it with evidence from class materials. 4. Students communicate their learning through speaking and/or writing using evidence. 5. PLTs use SMART goals to define proficiency, monitor progress, and to adjust instruction. 6. EL students receive language supports that help them access grade-level content and demonstrate learning through speaking and/or writing.	1. ELEOT Active Learning data, quarterly. 2. Instructional Rounds and low-inference note trends focused on student task, talk, writing, collaboration, and ownership of thinking. 3. PLT SMART goal artifacts including proficiency criteria, baseline data, student evidence, and progress checks. 4. Student work samples analyzed by PLTs. 5. EL GPA distribution. F rates, and overall course failure rates by grading window. 6. Overall GPA distribution, including percentage of students with GPA 3.0+ 7. ACT participation, practice, and performance data.	1. PLT SMART goal development, proficiency criteria, and student evidence analysis. 2. Designing grade-level, content-based tasks using HQIM. 3. Implementing the Bryan High Classroom Commitments in daily instruction. 4. EL language scaffolds, evidence-based speaking/writing, and academic discourse. 5. Low-inference observation, ELEOT, and Instructional Rounds as tools for instructional learning. 6. Using student work and walkthrough data to adjust instruction. 7. ACT preparation embedded in content-area instruction.

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Climate and Culture Goal:
Bryan High has made significant progress through clear expectations, proactive supervision, phone-free classrooms, relationship-centered support, recognition, and consistent behavior-response procedures. These efforts reduced in behavior events and earned district recognition. However, implementation is not yet consistent across all classrooms and common areas. Freshmen continue to account for a disproportionate share of behavior events, while disruption, disengagement, and avoidance remain concerns. Our next level of work is to sustain the effective systems, strengthen staff fidelity, respond earlier to freshman needs, and use student and staff voice and meaningful recognition to build belonging.

Root Causes:

1. Shared expectations, active supervision, classroom procedures, and behavior responses are not implemented consistently across all adults and settings.
2. Freshman and students demonstrating disruption, disengagement, or avoidance do not always receive early, coordinated support.
3. Student and staff voice, referral data, and recognition systems are not yet used consistently to guide improvement and strengthen belonging.

Goal 3: By May 2027, Bryan High will increase the percentage of students experiencing zero or one behavior event from 88.96% to 92% and reduce freshman behavior events by 10%, from 363 to 327.

Strategy: What will we focus on to achieve our goal?	**Actions:** To do list: things we need to do to implement our strategies (Lead with a verb)	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress?	**Professional Development:** What will you teach to support effective strategy implementation?
Sustain a safe, connected, and supportive culture through consistent shared expectations and MTSS-B practices, targeted freshman support, student and staff voice, and meaningful recognition.	1. Reinforce shared expectations, active supervision, phone-free classrooms, pass procedures, and behavior-response practices. 2. Use behavior, referral, engagement, and avoidance data to guide MTSS-B actions. 3. Provide targeted freshman support through Freshman Academy, SST, check-ins, and early intervention. 4. Review positive and negative referral patterns and address inconsistent implementation. 5. Continue monthly Student Council and BTAC feedback with documented follow-up. 6. Strengthen student and staff recognition through Osos de Oro, positive referrals, and celebrations. 7. Review climate and culture progress through MTSS-B, BLT, and Freshman Academy structures.	1. Shared expectations, and behavior procedures are implemented consistently across classrooms and common areas. 2. Freshmen showing disruption, disengagement, or avoidance are identified early and connected to support. 3. MTSS-B, Attendance, Freshman Academy, and SST teams use data to guide and adjust support. 4. Referral patterns are reviewed regularly, with feedback and support provided where implementation is inconsistent. 5. Student Council and BTAC feedback lead to documented follow-up and visible changes when appropriate. 6. Students and staff are recognized consistently through positive referrals, Osos de Oro, gratitude and schoolwide celebrations.	1. Percentage of students experiencing zero or one behavior event. 2. Freshman behavior events, including trends in disruption, disengagement, avoidance, and serious incidents. 3. Positive and negative referral trends by grade, category, location, and repeat patterns. 4. Implementation trends for active supervision, phone-free classrooms, pass procedures, and behavior responses. 5. Documentation of freshman supports and targeted interventions. 6. Student Council and BTAC feedback, follow-up, and resulting system changes. 7. Participation in student and staff recognition systems. 8. MTSS-B, climate, and SAS trends.	1. Consistent implementation of shared expectations, active supervision, phone-free classrooms, pass procedures, and behavior responses. 2. Using behavior, referral, engagement, and avoidance data to adjust Tier 1 and targeted supports. 3. Early identification and coordinated support for freshman. 4. Positive and corrective feedback, de-escalation, re-entry, and relationship-centered practices. 5. Using student and staff voice to improve systems and strengthen belonging. 6. Meaningful student and staff recognition.

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Attendance and Chronic Absenteeism Goal:
Bryan High has made meaningful progress in reducing chronic absenteeism, but 53.2% of students remain chronically absent, with greater concern among upper-grade students and those experiencing severe absence patterns. Transportation, family responsibilities, and disconnection from school continue to affect attendance. Our next level of work is to strengthen accurate daily attendance-taking and verification, identify concerns earlier, coordinate targeted support, and establish clear return-to-school processes that reconnect students and help them recover missed learning.

Root Causes:

1. Attendance taking, office verification, first-block routines, tardy response, and follow-up practices are not yet consistently implemented across the building.
2. Attendance data, teacher referrals, and adult roles are not consistently connected to timely, coordinated intervention.
3. Students returning from tardies, repeated absences, or extended absences do not experience a consistent process for reconnecting to school and recovering missed learning.

New Goal 4: By May 2027, Bryan High will reduce chronic absenteeism by five percentage points, from 53.2% to 48.2%

Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress?	**Professional Development:** What will you teach to support effective strategy implementation?
Strengthen attendance through accurate daily practices, early identification, coordinated intervention led by the Attendance Navigator, and consistent return-to-school processes that reconnect students and help them recover missed learning.	1. Strengthen accurate attendance-taking and office verification, including missed entries, UNV absences, and ELO rosters. 2. Use 5- and 10-day markers, teacher referrals, and grade-level data to identify students for early support. 3. Implement short-cycle attendance interventions with targeted student groups. 4. Provide student check-ins, family outreach, attendance meetings, and home visits. 5. Coordinate interventions among the Attendance Navigator, teachers, counselors, SSL, deans, admin, and families. 6. Convene a representative team to define a consistent return-to-school process after repeated or extended absences. 7. Maintain first-block, Late Start, and Early Release accountability through clear check-in, scanning, and sign-out procedures.	1. Teachers submit accurate, timely attendance, and attendance secretaries promptly resolve missing entries, UNV absences, and ELO records. 2. Students nearing 5- and 10-day absence markers are identified early and assigned targeted support. 3. Short-cycle intervention groups are monitored regularly, with documented student check-ins and family outreach. 4. The Attendance Navigator, SSL, and support team use clear roles and communication processes to coordinate interventions. 5. A representative team develops, pilots, and refines a consistent return-to-school process. 6. First-block, Late Start, and Early Release procedures are consistently followed and monitored.	1. Chronic absenteeism rates overall, by grade level, and by severity band. 2. Weekly review of students nearing 5- and 10-day absence markers and the supports assigned. 3. Attendance trends for short-cycle intervention groups, including movement into or out of chronic absenteeism. 4. Attendance accuracy audits, including missing entries, UNV absences, and ELO records. 5. Documentation of student check-ins, family outreach, attendance meetings, and home visits. 6. Implementation data for the return-to-school pilot and first-block, Late Start, and Early Release procedures.	1. Accurate attendance-taking and office verification procedures including missing entries, UNV, and ELOs. 2. Using 5- and 10- day markers, teacher referrals, and grade-level data for early identification and support. 3. Short-cycle attendance interventions and progress monitoring. 4. Student check-ins, family outreach, barrier ID, and coordinated support. 5. Return-to-school practices and first-block, Late Start, and Early Release procedures.

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