

Miami-Dade County Public Schools

W. J. Bryan Elementary



2015-16 School Improvement Plan

W. J. Bryan Elementary

1201 NE 125TH ST, North Miami, FL 33161

<http://wjbryan.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	88%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	48
Professional Development Opportunities	49
Technical Assistance Items	53
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In concert, the administration, faculty and staff will work together to create a safe and harmonious environment where every child will have the same opportunity to learn and reach their full potential. Our students will be proficient readers by the conclusion of third grade and be capable of completing all numerical computations necessary to apply critical thinking skills in mathematics. Through involvement in hands-on experimental studies and research, students will become qualified young scientists who are able to conduct experiments utilizing the scientific method. Principal: Milagros Maytin-Miret; Assistant Principal: Mrs. Tanisha N. Cunningham School Hours: W. J. Bryan Elementary School has the following school hours: Pre-K, K, 1st - 8:20 a.m. - 1:50 p.m. Grades 2nd -5th - 8:35 a.m. - 3:05 p.m

Provide the school's vision statement

The vision of W. J. Bryan Elementary School family is to develop a technology rich, literary environment which focuses on harmony and cultural differences, celebrating individual strengths and success. We will strive to lead every child toward becoming a productive and successful member of society by cultivating a love of learning, a joy in reading for pleasure, and the ability to solve problems and think critically, and an appreciation for peace in a changing global society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As educators, it is imperative that we acknowledge that as individuals, each of us makes sense of the world through our varied cultural lenses. Culture impacts many aspects of who we are; it influences how we communicate, how we interact with others (both socially and professionally), how we learn, et cetera. Each of us brings a set of cultural understandings, perspectives, and expectations to school with us.

With that said, it is significant to acknowledge that schools have a culture, as well. All schools have an established set of protocols and ways of functioning. W.J. Bryan Elementary School recognizes that when the culture of the school reflects the culture of the home or community, the learning environment is more accessible to its students. Our school makes a concerted effort to maintain a culture that empowers the relationship between the school and the home. This is accomplished by structuring an environment in which the school incorporates various aspects of the students' home and community life in the learning process. The administration, faculty and staff work with key stakeholders to provide opportunities to interact before, during and after the school day. These interactions (i.e., workshops, special presentations conducted in the native languages spoken in the home and the community) allow all parties to develop an understanding for the cultural norms that guide student thinking and learning.

Describe how the school creates an environment where students feel safe and respected before, during and after school

W.J. Bryan Elementary School is cognizant of the fact that a school's environment plays a significant role in how students feel about themselves, their desire to be active participants in their learning -- as well as that of their peers, and how their whole sense of self evolves. A school's climate is demonstrative of its commitment to broadening the vision of learning in the twenty-first century and

reflects its commitment to the infusion of social expectations such as respect, equity, integrity and safety.

Our school strives to provide a safe environment for all, by paying close attention to the security and safety of our campuses. This has been accomplished through the creation of clear policies and procedures for students and staff, regarding conduct. It also includes consistent and effective communication with parents, families, and the school community, as it pertains to safety practices and expectations. For example, this school year, our facilities have instituted a "closed campus" policy, which provides a setting in which student safety has been maximized. Through this effort, administration, faculty and staff are better able to attend to all aspects of daily life in schools. Educators in our buildings are able to ensure safety at specific checkpoints on-site (i.e., bus stops, play areas, the cafeteria, restrooms, corridors, and classrooms).

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

W.J. Bryan Elementary School has instituted a behavior plan that correlates with a positive and proactive approach to behavior. This behavior plan incorporates pertinent school-wide data and the problem-solving method; it is designed to address the needs of most students across all subgroups. Instructional staff frequently review school-wide data, individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. All faculty and staff are expected to adhere to the school-wide discipline plan which includes the following steps: giving verbal warnings, placing phone calls to parent/guardians, issuing a referral to the guidance counselor and finally issuing a referral to an administrator.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

W.J. Bryan Elementary School has one school counselor, as well as a Community Involvement Specialist, who work closely with the administration in an effort to keep them apprised of various issues that arise within the lives of students. Our school's Social Worker and Psychologist are consulted on an as needed basis. Outside services are encouraged and utilized as needed, by the school based leadership team.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

As an academic institution, W.J. Bryan Elementary School, is committed to fostering an environment that nurtures the whole child. This is particularly significant for those who have been identified as being at-risk or targeted for dropout prevention. In reviewing the data, our school is working to closely monitor those with excessive absences, documented failure in one or more core subject areas, and those who have been previously retained.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	2	2	3	1	8	16
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	11	8	5	5	4	18	51
Level 1 on statewide assessment	0	8	14	0	10	47	79

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	8	14	5	12	47	86

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our school uses a host of intervention strategies in order to affect change, as it pertains to students identified in the early warning system. The leadership team, in connection with the School Counselor and Community Involvement Specialist, establish communication with parents early in the school year through Connect-Ed, parent workshops and an in-school incentive program for students with perfect attendance each month. The leadership team closely monitors the daily attendance bulletin and works closely with the aforementioned parties to promote regular attendance across the grade levels. Reports are pulled and critiqued on a weekly as well as quarterly basis.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

W.J. Bryan Elementary School is housed in the heart of North Miami, a thriving metropolis that continues to expand. As a result, our school has been able to create and foster relationships with local business and community leaders, who are committed to partnering with schools in an effort to impact student achievement. Representatives from the surrounding universities (Johnson and Wales, Barry University, Florida International University), businesses (Museum of Contemporary Art, Costco, Whole Foods) and government agencies (City of North Miami) are frequent participants in school activities and programs, both during and after the school day. Connections have been established with these entities through administration, the School Counselor and the Community Involvement Specialist. These relationships

are initiated through phone contact and followed up with written contact and face-to-face contact, which are nurtured frequently throughout the school year.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Maytin-Miret, Milagros	Principal
Cunningham, Tanisha	Assistant Principal
Barrett, Katya	Instructional Coach
Rice, Lisa	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

ADMINISTRATION: Develops a purpose and goals that reflect continuous improvement to meet the needs of Tier 1, 2, and 3 intervention students. Facilitate the process and efforts of the MTSS/RTI Leadership Team and monitors efficiency of the implementation.

READING COACH, MATH COACH AND SCIENCE LIAISON: Provide guidance on the implementation of the current Florida Sunshine State Standards and research-based instructional strategies. Coaches will assist

instructional staff in data collection and analysis, professional development on differentiating instruction and incorporating remedial activities across the curriculum.

GRADE LEVEL TEACHERS: Provide information about subject area content and align intervention efforts with MTSS/RTI's goals. Facilitate grade level meetings to disaggregate student data, and support weak performing teachers regarding instruction/intervention.

SCHOOL PSYCHOLOGIST: Assists in providing assessments and consultation services for Tier I, Tier 2, and Tier 3 students who are experiencing extreme instructional and/or behavior difficulties.

COUNSELOR: Supplies teachers with emotional, behavioral, and academic strategies to implement with Tier I, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual students.

COMMUNITY INVOLVEMENT SPECIALIST: Communicates with parents regarding school-based Rtl plans and activities and assist with providing available services that would serve to support the child's academic,

emotional, behavioral and social success. Also conducts parents workshops/trainings to keep parents and guardians abreast of educational developments that may impact the children in our school community.

The MTSS/RTI/Rtl Leadership Team meetings will revolve around instituting the FCIM to address deficiencies and enhance strengths. The team will meet bi-weekly to disaggregate current data, identify areas of

weaknesses, develop an action plan to create activities that will attend to individual needs and utilize an evaluative tool that will measure the value of the efforts.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl Leadership Team will use data-based problem-solving processes to set Tier 1-3 goals, and monitor academic and/or behavioral data (to evaluate progress towards those goals), several times per year. The MTSS Problem-Solving process will be used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. This will be accomplished through the following steps:

Holding regular team meetings where problem solving is the sole focus.

Using the four step problem solving process as the basis for goal setting, planning, and program evaluation

during all team meetings that focus on increasing student achievement and/or behavioral success.

Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

Reviewing OPM data for intervention groups to evaluate group and individual student response.

Selecting students for SST Tier 3 intervention, as per SST stipulations.

Consistent monitoring of these processes will be used to drive resource allocation of the school's community.

Title I

W.J. Bryan Elementary utilizes Title I revenue to supplement instruction through tutoring services, reducing class size through the hiring of additional personnel and the purchasing of necessary supplies to successfully carry out the objectives of the program. Services are provided to ensure that students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, and ESOL
- training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners as follows:

- Tutorial Programs (K-5)
- Parent outreach activities (K-5)
- Professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers (K-5),
- Reading and supplementary instructional materials (K-5)
- Successful implementation of the Title III LEP tutorial program for the past four years, in order to

assist our LEP population.

Title X

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Milagros Maytin-Miret	Principal
Alan Seidman	Business/Community
Claudinne Cerveira	Business/Community
Danielle Darucaud	Education Support Employee
June Johnson - Union Steward	Teacher
Lissette Reigosa	Teacher
Roselia Martinez	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council reviews school data (i.e., standardized assessments, behavioral) on a monthly basis. At the beginning of each school year, the SAC re-evaluates salient details of the previous school year's School Improvement Plan (SIP), in an effort to determine areas of progress, areas of weakness and a course of action. This conversation is followed up with a discussion on ways in which the SAC might be instrumental in helping the school community enhance its student achievement goals.

Development of this school improvement plan

The School Advisory Council worked closely with the leadership teams (administration, LLT, MTSS/ Rtl) to help create the School Improvement Plan. These teams received on-going support and input

from the SAC and monitored/adjusted the school's academic goals through the gathering and analysis of all data. The leadership teams continuously reviewed the integrity of all instruction, as well as provided academic support and interventions to specific students, based on the data and teacher input. This information was shared with the SAC on a monthly basis.

Preparation of the school's annual budget and plan

The SAC reviews available funding at the onset of each school year and discusses the use of provided dollars on a monthly basis. During these conversations, all members have an opportunity to provide input on how school funds are utilized and why. Teachers and/or school committees that are requesting funds directly from the SAC must provide a written outline of how allotted funds will be utilized in order to maximize student achievement and growth; a process which is also reviewed during monthly meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC intends to use school improvement funds to develop and sustain school-related programs and projects (as selected by the SAC). Monies will also be utilized to provide on-going, needs-based professional development opportunities for faculty, as demonstrated in student performance data and the overall school community.

FCAT Incentives - \$500.00

Curriculum-Based Initiatives - \$3000.00

Total - \$3,500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Maytin-Miret, Milagros	Principal
Cunningham, Tanisha	Assistant Principal
Barrett, Katya	Instructional Coach
Rice, Lisa	Instructional Coach
Robert, Ruth	Teacher, K-12
Trujillo-Fruitstone, Maribel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The goal of the team (which is comprised of the administrative team, as well as grade level representatives from all subject areas) is to help the school familiarize themselves with the implementation process and learn about the current teaching practices so they can guide the implementation of literacy at the school site. The implementation of this model is critical in helping the school to understand individual student's needs. In addition, teachers will receive professional development in the areas of:

- Creating and developing a school based literacy plan of action.
- Using research based curriculum and assessments.
- Integrating daily read-alouds in all content area classes.
- Analyzing data to revise instruction based on student weaknesses.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Part of building a successful school is encouraging positive working relationships amongst educators. The school works to promote a supportive, professional culture that thrives on the sharing of best instructional methods in an space of collegiality, trust, and shared mission. This is accomplished through professional group activities and team building initiatives, which take place throughout the school year. Teachers have common planning time, based on their departmentalization needs. Administration and the instructional coaches are present at each of these weekly meetings, in order to assist with any overarching instructional concerns and to keep abreast of curricular developments/updates being shared out from region and district meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Teacher recruitment and retention is a significant component in maintaining continuity in the learning environment. To this end, the Leadership Team works diligently to support all staff members in obtaining success. This effort includes but is not limited to: informing professionals about META compliance workshops offered through the District. Moreover, these individuals are assigned to the Reading Coach and Assistant Principal to ensure completion of requirements for the instructional certification process.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

In an effort to ensure that all novice teachers are provided with the appropriate undergirding, the school's Leadership Team engages in the following activities:
Regular monthly meetings of new teachers (new to the grade level and/or new to the profession) with Administrative staff.
Regular weekly meetings and planning sessions with Reading Coach, Math Coach and Science Liaison.
Common weekly grade level planning sessions.
Modeling and mentoring sessions, scheduled monthly with the Reading Coach, Math Coach, Science Liaison and Curriculum Support Specialist(s).

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

W.J. Bryan Elementary School employs a variety of strategies to ensure fidelity in its core instructional programs. Teachers work closely with the instructional coaches and administration to design lessons that are aligned to the state standards. The purpose of this effort is to produce instructional activities that correlate with state benchmarks. Administrators and the instructional coaches also conduct regular classroom walk-throughs to ensure teachers are aligning their

instruction. Finally, the data from district-based assessments is reviewed by the leadership team and teachers, in order to maximize academic progress.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student achievement data is examined multiple times throughout the instructional year. Initial data is used to provide teachers with a platform by which they can differentiate instruction, according to demonstrated ability. Data gleaned from district and state evaluations is reviewed on a quarterly basis by the leadership team and teachers, to assess academic progress and make modifications, as necessary. Students demonstrating difficulty in establishing proficiency are targeted for assistance through in-school intervention, which is administered on a weekly basis, for a minimum of thirty minutes each day.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,840

In an effort to enhance the learning process, our school provides After School tutoring for pre-identified students (those who demonstrate deficiency in the core subject areas, those who demonstrate a need for enrichment, as well as ELL students. This is accomplished through an annual grant, offered through the school district. Teachers provide additional support in the areas of Reading, Mathematics and Science, utilizing district-based curriculum, provided through the Bilingual Department.

Strategy Rationale

This strategy allows those students who are in the ELL process to gain additional exposure to curriculum that will improve learning and achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cunningham, Tanisha, tdrummond@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

In order to ascertain the effectiveness of this program, student performance with the use of said curriculum is cross-referenced with individual performance on district-required assessment markers (i.e., Baseline Interim Assessment).

Strategy: Weekend Program

Minutes added to school year: 3,840

In an effort to enhance the learning process, our school provides Saturday Academy tutoring for our lowest 25% students. Through this endeavor, teachers provide additional support in the areas of Reading, Writing, Mathematics and Science, utilizing district-based curriculum, provided through the district counterparts.

Strategy Rationale

This strategy allows those students who are in have demonstrated areas of weakness to gain additional exposure to curriculum that will improve learning and achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Maytin-Miret, Milagros, pr0561@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

In order to ascertain the effectiveness of this program, student performance with the use of said curriculum is cross-referenced with individual performance on district-required assessment markers (i.e., Baseline Interim Assessment).

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

As a member of the "Ready Schools" Program Network, W.J. Bryan Elementary works in cooperation with the area families in order to provide them with important information about their children's language arts and social skills. This mutual cooperation should result in the increased reading readiness of the students

entering the W.J. Bryan pre-kindergarten and kindergarten classrooms.

Annual pre-kindergarten orientations allow both parents and students to familiarize themselves with the school, its programs and activities. The orientation also gives the pre-kindergarten and kindergarten teachers an opportunity to talk to parents about the readiness skills students will be expected to have. In addition, activities and strategies that can be used over the summer at home are discussed, to insure that their child will be a successful student. Parents are also advised about the skills their children will be taught in the incoming school year.

The Florida Kindergarten Readiness Screener (FLKRS) is administered to all beginning kindergarten students to determine their readiness level. It also provides the teachers with an opportunity to closely monitor the students' learning styles and behavioral patterns. Teacher designed tests, as well i-Ready data will be used throughout the school year to monitor progress and adjust instruction.

Students entering the kindergarten program are administered the Building Early Language Bell and Literacy screening (BELL) to determine their recognition of numbers, letters, rhyming, and beginning

sounds. The MDCPS Reading Series is used to monthly assess students on their progress and adjust instruction accordingly.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Not applicable.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not applicable.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Not applicable.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not applicable.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in Literacy.
- G2.** To increase student achievement by improving core instruction in Mathematics.
- G3.** To increase student achievement by improving core instruction in Science.
- G4.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.
- G5.** Provide on-going support to increase the limited evidence of implementation of accommodations, application of Universal Design for Learning (UDL), and Differentiated Instruction (DI) including supports as indicated on students' Individualized Education Plans (IEP).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in Literacy. 1a

G074049

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
FCAT 2.0 Science Proficiency	38.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Instructional Coach.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of strategic, data driven differentiated instructional practices.

Plan to Monitor Progress Toward G1. 8

Disaggregate data from Standardized Assessments and Florida Standards Assessment.

Person Responsible

Milagros Maytin-Miret

Schedule

Monthly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Reports from G2D (ThinkGate), Reports from i-Ready.

G2. To increase student achievement by improving core instruction in Mathematics. 1a

G074050

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Go Math Textbook, Item Specs, Pacing Guide, Math Infographic, CPALMS, Digital Resources, Math Coach, Math Curriculum Support Specialist

Targeted Barriers to Achieving the Goal 3

- Limited evidence of explicit instruction during the Gradual Release.

Plan to Monitor Progress Toward G2. 8

Monitor and review student and teacher related data, as it becomes available.

Person Responsible

Milagros Maytin-Miret

Schedule

Biweekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Individual student data, class data, grade-level data, school-wide data.

G3. To increase student achievement by improving core instruction in Science. 1a

G074051

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	38.0

Resources Available to Support the Goal 2

- Science Curriculum Support Specialist, Pacing Guides, Planning Cards, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, J & J Boot Camp, AIMS Activity Books, Discovery Education Videos, CER Tasks, Gizmos

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the NGSSS to ensure standards-based instruction, aligned to the cognitive complexity of the standards.

Plan to Monitor Progress Toward G3. 8

Monitor Student Performance Data in Science.

Person Responsible

Tanisha Cunningham

Schedule

Monthly, from 8/31/2015 to 1/22/2016

Evidence of Completion

District-Based Assessment Data, State Standardized Assessment Data in Science.

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. **1a**

G074052

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	7.0
One or More Suspensions	1.0
Non-proficient Reading by Grade 03	40.0

Resources Available to Support the Goal **2**

- Reports available in MDCPS Portal, School Counselor, Community Involvement Specialist, Attendance Incentives

Targeted Barriers to Achieving the Goal **3**

- Student attendance rates (specifically in the primary grades), which demonstrates a direct correlation to at-risk school performance.

Plan to Monitor Progress Toward G4. **8**

Student Attendance Reports, Student Performance Data

Person Responsible

Milagros Maytin-Miret

Schedule

Quarterly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Daily Attendance Bulletins, Teacher Communication Logs, School Counselor Communication Logs, Community Involvement Specialist Communication Logs, Student Achievement Data.

G5. Provide on-going support to increase the limited evidence of implementation of accommodations, application of Universal Design for Learning (UDL), and Differentiated Instruction (DI) including supports as indicated on students' Individualized Education Plans (IEP). 1a

G074053

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- ESE Curriculum Support Specialists, SPED-EMS System

Targeted Barriers to Achieving the Goal 3

- Limited evidence of implementation of accommodations, application of the Universal Design for Learning (UDL) and Differentiated Instruction (DI), including supports indicated on their Individual Educational Plans (IEP).

Plan to Monitor Progress Toward G5. 8

Monitor School-Wide and District-Wide Assessment Data, as it pertains to ESE Student Performance.

Person Responsible

Tanisha Cunningham

Schedule

Quarterly, from 8/31/2015 to 1/22/2016

Evidence of Completion

School-Wide Assessment Data, District-Wide Assessment Data, State Standardized Assessment Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in Literacy. **1**

 G074049

G1.B1 Limited evidence of strategic, data driven differentiated instructional practices. **2**

 B193318

G1.B1.S1 Plan for and implement explicit instruction through the gradual release model at the Teacher Led Center. **4**

 S204849

Strategy Rationale

Teacher planning and lesson implementation are critical components in providing instruction that will augment student achievement and performance.

Action Step 1 **5**

Conduct professional development on planning for and delivering effective and targeted differentiated instruction and the Teacher Led Center (TLC). Professional development session(s) will focus on what to do before, during and after a lesson at the TLC.

Person Responsible

Katya Barrett

Schedule

Quarterly, from 9/22/2015 to 1/22/2016

Evidence of Completion

Sign-In Sheet, Agenda, Differentiated Instruction Outline/Focus Planning Tool

Action Step 2 5

Plan for Differentiated Instruction lessons that incorporate the Gradual Release Model during common planning time.

Person Responsible

Katya Barrett

Schedule

Quarterly, from 9/7/2015 to 1/22/2016

Evidence of Completion

Common Planning Sign-In Sheets, Differentiated Instruction Outline/Focus Planning Tools

Action Step 3 5

Plan for and provide for opportunities for students to practice skills being modeled by teacher during Differentiated Instruction time.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/9/2015 to 11/26/2015

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Artifacts (Journals, Work Folders, Assessments)

Action Step 4 5

Conduct coaching cycles and model explicit instruction using the Gradual Release Model, during Differentiated Instruction, based on teacher need.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/14/2015 to 1/22/2016

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation

Action Step 5 5

Create an At-a-Glance schedule that outlines specific times for Differentiated Instruction monitoring purposes.

Person Responsible

Katya Barrett

Schedule

Quarterly, from 9/25/2015 to 1/22/2016

Evidence of Completion

Schedule Monitoring Tool

Action Step 6 5

Conduct classroom walk-throughs to monitor the effective use of explicit instruction, with the use of the Gradual Release Model.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/28/2015 to 1/22/2016

Evidence of Completion

Leadership Team Meeting Agenda, Sign-In Sheet and Summary

Action Step 7 5

Debrief with the Instructional Coach on the implementation of explicit instruction and the use of the Gradual Release Model, during Differentiated Instruction.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/7/2015 to 1/22/2016

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Observations (Journals, Work Folders, Assessments).

Action Step 8 5

Plan for the utilization of ELL strategies to help guide explicit instruction during Differentiated Instruction at the Teacher Led Center.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/28/2015 to 1/22/2016

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation

Action Step 9 5

Utilize relevant and current data (i-Ready, CELLA, STAR) to adjust goals and flexible student groups.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Data Binders, Differentiated Instruction Grouping Charts

Action Step 10 5

Conduct data chats with all stakeholders (Administration, Instructional Coaches, Teachers, Students)

Person Responsible

Milagros Maytin-Miret

Schedule

Monthly, from 10/29/2015 to 1/22/2016

Evidence of Completion

Sign-In Sheets, Data Binders

Action Step 11 5

Plan for Differentiated Instruction that includes a focus and aligns instructional resources to the students' specific needs, during Common Planning Time.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Differentiated Instruction Outline/Focus Planning Tool, Common Planning Sign-In Sheets

Action Step 12 5

Conduct coaching cycles and model the implementation of small group instruction aligned to data. The coaching cycle(s) can focus on before, during and after steps of a differentiated lesson.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Coaching Log

Action Step 13 5

Conduct on-going meetings to review school-wide data and other issues pertinent to student progress.

Person Responsible

Milagros Maytin-Miret

Schedule

Monthly, from 9/7/2015 to 1/22/2016

Evidence of Completion

Leadership Team Meeting Notes, Reading Coach's Documentation

Action Step 14 5

Conduct classroom walk-throughs during Differentiated Instruction, to monitor the implementation of the alignment of instructional resources and data to meet students' needs.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/28/2015 to 1/22/2016

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Artifacts (Journals, Work Folders, Assessments)

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Closely monitor student performance data, as it becomes available.

Person Responsible

Milagros Maytin-Miret

Schedule

Biweekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

School-Based and District-Based Data (e.g., i-Ready, CELLA, STAR, Baseline Assessments)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Leadership Team will monitor and review student and teacher related data, as it becomes available.

Person Responsible

Milagros Maytin-Miret

Schedule

Monthly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Individual student data, class data, grade-level data, school-wide data.

G2. To increase student achievement by improving core instruction in Mathematics. 1

G074050

G2.B1 Limited evidence of explicit instruction during the Gradual Release. 2

B193320

G2.B1.S1 Focus on planning to provide teachers with guidance on how to explicitly teach the content.

4

S204851

Strategy Rationale

Teacher planning and lesson implementation are critical components in providing instruction that will augment student achievement and performance.

Action Step 1 5

Unwrap lessons during collaborative planning and identify prerequisite standards based on the standard progressions.

Person Responsible

Lisa Rice

Schedule

Weekly, from 8/31/2015 to 11/16/2015

Evidence of Completion

Teachers are effectively planning based on progressions and accessing prior knowledge during introduction as well as incorporating prerequisite standards during lesson. Evidence provided through lesson plans

Action Step 2 5

Create guided notes during collaborative planning to aid teachers in explicit instruction.

Person Responsible

Lisa Rice

Schedule

Weekly, from 8/31/2015 to 11/16/2015

Evidence of Completion

Teachers will provide explicit instruction utilizing guided notes (step by step) prepared in planning. As well as provide students with those same notes to use during collaborative and independent practice. Evidence provided through anchor charts and teacher lesson plans.

Action Step 3 5

Conduct coaching cycles with a focus on modeling how to introduce a lesson by accessing prior knowledge and addressing prerequisite skills.

Person Responsible

Lisa Rice

Schedule

Weekly, from 8/31/2015 to 11/16/2015

Evidence of Completion

Coaching Log

Action Step 4 5

Conduct coaching cycles on providing explicit instruction following the Gradual Release Model.

Person Responsible

Lisa Rice

Schedule

Weekly, from 8/31/2015 to 11/16/2015

Evidence of Completion

Coaching Log

Action Step 5 5

Provide professional development on Math Progressions.

Person Responsible

Lisa Rice

Schedule

On 9/16/2015

Evidence of Completion

Professional Development Sign-In Sheet

Action Step 6 5

Identify and plan for remediation of primary standard when utilizing check for understanding questions to pull small groups.

Person Responsible

Lisa Rice

Schedule

Weekly, from 8/31/2015 to 11/16/2015

Evidence of Completion

Teachers will revisit guided notes provided during explicit instruction. Evidence of remediation provided in student journals.

Action Step 7 5

Provide professional development on remediating students based on primary standard at Teacher Led Center.

Person Responsible

Lisa Rice

Schedule

On 9/21/2015

Evidence of Completion

Professional Development Sign-In Sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Closely monitor student performance data, as it becomes available.

Person Responsible

Tanisha Cunningham

Schedule

Biweekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

School-Based and District-Based Assessment Data, State Standardized Assessment Data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Closely monitor classroom performance data, as it becomes available.

Person Responsible

Tanisha Cunningham

Schedule

Biweekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

School-Based Assessment Data, District-Based Assessment Data

G3. To increase student achievement by improving core instruction in Science. 1

 G074051

G3.B1 Inconsistent use of the NGSSS to ensure standards-based instruction, aligned to the cognitive complexity of the standards. 2

 B193322

G3.B1.S1 Utilize the New Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4

 S204852

Strategy Rationale

Teacher planning and lesson implementation are critical components in providing instruction that will augment student achievement and performance.

Action Step 1 5

Professional Development on unwrapping benchmarks to create lesson plans that are focused on scaffolded instruction.

Person Responsible

Tanisha Cunningham

Schedule

On 9/30/2015

Evidence of Completion

Professional Development Sign-In Sheet, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).

Action Step 2 5

Professional Development on how to select tasks/resources aligned to cognitive complexity.

Person Responsible

Tanisha Cunningham

Schedule

On 9/30/2015

Evidence of Completion

Professional Development Sign-In Sheet, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).

Action Step 3 5

Model how to create weekly lessons that are focused on scaffolded instruction, during common planning time.

Person Responsible

Tanisha Cunningham

Schedule

Weekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Common Planning Sign-In Sheets/Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).

Action Step 4 5

Model effective scaffolded instruction that focuses on daily learning objectives.

Person Responsible

Tanisha Cunningham

Schedule

Weekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Common Planning Sign-In Sheets/Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor participation in STEM-related activities such as: Science Fair, Fairchild Challenge and other Project Based Learning activities.

Person Responsible

Tanisha Cunningham

Schedule

Quarterly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Increase student opportunities for exposure to STEM-based learning through Museums Magnet Program activities and projects.

Person Responsible

Tanisha Cunningham

Schedule

Semiannually, from 8/31/2015 to 1/22/2016

Evidence of Completion

Lesson plans, field trips, STEM-based projects, student achievement data.

G3.B1.S2 Utilize research-based Reading, Writing and ESOL strategies to enhance Science instruction.

4

 S204853

Strategy Rationale

Teacher planning and lesson implementation are critical components in providing instruction that will augment student achievement and performance.

Action Step 1 5

Provide targeted teachers with job-embedded professional development on text decoding strategies and the appropriate written responses in the content area.

Person Responsible

Tanisha Cunningham

Schedule

Quarterly, from 8/31/2015 to 1/22/2016

Evidence of Completion

PD Sign-In Sheets/Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).

Action Step 2 5

Collaboratively plan with targeted teachers in order to develop daily instructional lessons that focus on generating authentic writing products in the content area.

Person Responsible

Tanisha Cunningham

Schedule

Weekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Common Planning Sign-In Sheets/Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).

Action Step 3 5

Model effective instructional delivery that focuses on the use of text decoding strategies, research based reading strategies, and generating a final student written response.

Person Responsible

Tanisha Cunningham

Schedule

Monthly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Common Planning Sign-In Sheets/Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Closely monitor student performance data, as it becomes available.

Person Responsible

Tanisha Cunningham

Schedule

On 1/22/2016

Evidence of Completion

Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Closely monitor classroom performance data, as it becomes available.

Person Responsible

Tanisha Cunningham

Schedule

Biweekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Science Baseline Assessment Data, School-Based Assessment Data

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

G074052

G4.B1 Student attendance rates (specifically in the primary grades), which demonstrates a direct correlation to at-risk school performance. 2

B193323

G4.B1.S1 Implement school-wide attendance initiative, which will target students who miss 10 percent or more of available instructional time, students with previous retentions, students demonstrating deficiencies in reading comprehension in the primary grades, and students with multiple behavioral referrals. 4

S204854

Strategy Rationale

There is an abundance of research to support the correlation between student attendance and academic achievement. Chronic absenteeism has been shown to result in dire consequences for our children, particularly those in the lower socioeconomic status.

Action Step 1 5

Review daily attendance bulletin, to track attendance rates of students.

Person Responsible

Rose Jasmin

Schedule

Daily, from 8/31/2015 to 1/22/2016

Evidence of Completion

Daily Attendance Reports

Action Step 2 5

Document students at the 3, 5 and 7 absence mark.

Person Responsible

Rose Jasmin

Schedule

Daily, from 8/31/2015 to 1/22/2016

Evidence of Completion

Communication Logs (Teacher, Counselor, Community Involvement Specialist)

Action Step 3 5

Parent Conferences with School Attendance Committee.

Person Responsible

Rose Jasmin

Schedule

Weekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Daily Attendance Reports, COGNOS Reports, Communication Logs, Home Visitation Logs

Action Step 4 5

Implement school-wide Attendance Incentive Program.

Person Responsible

Rose Jasmin

Schedule

Weekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Daily Attendance Reports

Action Step 5 5

Implement school-wide Behavior Incentive Program.

Person Responsible

Rose Jasmin

Schedule

Monthly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Utilization of positive behavior reward system (e.g., Bryan Bucks, Magnificent Minion Award).

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Identify students that present at-risk behaviors and target them for in-school support as well as community resources.

Person Responsible

Rose Jasmin

Schedule

Biweekly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Communication Logs from School Counselor and Community Involvement Specialist.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Students presenting with at-risk behaviors will be monitored through consistent communication with Student Services team to determine success of the School-Wide Incentives Program, with an emphasis on consistent attendance.

Person Responsible

Tanisha Cunningham

Schedule

Quarterly, from 8/31/2015 to 1/22/2016


Evidence of Completion

Attendance Reports available from the Assistant Principal's/Principal's Portal.

G5. Provide on-going support to increase the limited evidence of implementation of accommodations, application of Universal Design for Learning (UDL), and Differentiated Instruction (DI) including supports as indicated on students' Individualized Education Plans (IEP). **1**

 G074053

G5.B1 Limited evidence of implementation of accommodations, application of the Universal Design for Learning (UDL) and Differentiated Instruction (DI), including supports indicated on their Individual Educational Plans (IEP). **2**

 B193324

G5.B1.S1 Align supports on the IEP, to implement DI for Students with Disabilities (SWD). **4**

 S204855

Strategy Rationale

Teacher planning and lesson implementation that are designed to meet the needs of Students with Disabilities are critical components in providing instruction that will augment student achievement and performance.

Action Step 1 **5**

Review IEPs for all Students with Disabilities in order to match the schedule to the service delivery model on the students' IEPs.

Person Responsible

Tanisha Cunningham

Schedule

On 9/11/2015

Evidence of Completion

Schedules are changed or Interim IEP meetings are conducted, as recommended.

Action Step 2 **5**

School will conduct Interim IEP meetings (as needed) and/or revise schedules (ESE Teacher, Student) to meet the needs of the students and provide support for DI instruction to Students with Disabilities.

Person Responsible

Tanisha Cunningham

Schedule

On 9/30/2015

Evidence of Completion

Schedules are changed or Interim IEP meetings are conducted, as recommended.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor instruction to ensure alignment with best practices in ESE.

Person Responsible

Tanisha Cunningham

Schedule

Monthly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Classroom Walk-Throughs, Student Artifacts of ESE students, Progress Reports and Report Cards of ESE Students.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monitor Reports available on SPED-EMS, to ensure ESE Compliance.

Person Responsible

Tanisha Cunningham

Schedule

Quarterly, from 8/31/2015 to 1/22/2016

Evidence of Completion

SPED-EMS Compliance Reports.

G5.B1.S2 Ensure accommodations and supplementary aids/services are implemented with fidelity to support differentiated instruction. 4

S204856

Strategy Rationale

Teacher planning and lesson implementation that are designed to meet the needs of Students with Disabilities are critical components in providing instruction that will augment student achievement and performance.

Action Step 1 5

Conduct PD related to specific areas of ESE (characteristics of students, models of support, overview of sections of the IEP).

Person Responsible

Tanisha Cunningham

Schedule

On 9/17/2015

Evidence of Completion

Professional Development Agenda and Roster

Action Step 2 5

Conduct PD on teaching strategies to meet the needs of Students with Disabilities who experience difficulty with auditory or visual processing.

Person Responsible

Tanisha Cunningham

Schedule

On 9/17/2015

Evidence of Completion

Professional Development Agenda and Roster

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Conduct professional development on planning for and delivering effective and targeted differentiated instruction and the Teacher Led Center (TLC).	Barrett, Katya	9/22/2015	Sign-In Sheet, Agenda, Differentiated Instruction Outline/Focus Planning Tool	1/22/2016 quarterly

Dade - 0561 - W. J. Bryan Elementary - 2015-16 SIP
W. J. Bryan Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Professional development session(s) will focus on what to do before, during and after a lesson at the TLC.				
G2.B1.S1.A1	Unwrap lessons during collaborative planning and identify prerequisite standards based on the standard progressions.	Rice, Lisa	8/31/2015	Teachers are effectively planning based on progressions and accessing prior knowledge during introduction as well as incorporating prerequisite standards during lesson. Evidence provided through lesson plans	11/16/2015 weekly
G3.B1.S1.A1	Professional Development on unwrapping benchmarks to create lesson plans that are focused on scaffolded instruction.	Cunningham, Tanisha	8/31/2015	Professional Development Sign-In Sheet, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).	9/30/2015 one-time
G3.B1.S2.A1	Provide targeted teachers with job-embedded professional development on text decoding strategies and the appropriate written responses in the content area.	Cunningham, Tanisha	8/31/2015	PD Sign-In Sheets/Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).	1/22/2016 quarterly
G4.B1.S1.A1	Review daily attendance bulletin, to track attendance rates of students.	Jasmin, Rose	8/31/2015	Daily Attendance Reports	1/22/2016 daily
G5.B1.S1.A1	Review IEPs for all Students with Disabilities in order to match the schedule to the service delivery model on the students' IEPs.	Cunningham, Tanisha	8/31/2015	Schedules are changed or Interim IEP meetings are conducted, as recommended.	9/11/2015 one-time
G5.B1.S2.A1	Conduct PD related to specific areas of ESE (characteristics of students, models of support, overview of sections of the IEP).	Cunningham, Tanisha	9/17/2015	Professional Development Agenda and Roster	9/17/2015 one-time
G1.B1.S1.A2	Plan for Differentiated Instruction lessons that incorporate the Gradual Release Model during common planning time.	Barrett, Katya	9/7/2015	Common Planning Sign-In Sheets, Differentiated Instruction Outline/Focus Planning Tools	1/22/2016 quarterly
G2.B1.S1.A2	Create guided notes during collaborative planning to aid teachers in explicit instruction.	Rice, Lisa	8/31/2015	Teachers will provide explicit instruction utilizing guided notes (step by step) prepared in planning. As well as provide students with those same notes to use during collaborative and independent practice. Evidence provided through anchor charts and teacher lesson plans.	11/16/2015 weekly
G3.B1.S1.A2	Professional Development on how to select tasks/resources aligned to cognitive complexity.	Cunningham, Tanisha	8/31/2015	Professional Development Sign-In Sheet, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).	9/30/2015 one-time
G3.B1.S2.A2	Collaboratively plan with targeted teachers in order to develop daily instructional lessons that focus on generating authentic writing products in the content area.	Cunningham, Tanisha	8/31/2015	Common Planning Sign-In Sheets/Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).	1/22/2016 weekly
G4.B1.S1.A2	Document students at the 3, 5 and 7 absence mark.	Jasmin, Rose	8/31/2015	Communication Logs (Teacher, Counselor, Community Involvement Specialist)	1/22/2016 daily
G5.B1.S1.A2	School will conduct Interim IEP meetings (as needed) and/or revise schedules (ESE Teacher, Student) to meet the needs of the students and provide support for DI instruction to Students with Disabilities.	Cunningham, Tanisha	8/31/2015	Schedules are changed or Interim IEP meetings are conducted, as recommended.	9/30/2015 one-time
G5.B1.S2.A2	Conduct PD on teaching strategies to meet the needs of Students with	Cunningham, Tanisha	9/17/2015	Professional Development Agenda and Roster	9/17/2015 one-time

Dade - 0561 - W. J. Bryan Elementary - 2015-16 SIP
W. J. Bryan Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Disabilities who experience difficulty with auditory or visual processing.				
G1.B1.S1.A3	Plan for and provide for opportunities for students to practice skills being modeled by teacher during Differentiated Instruction time.	Barrett, Katya	9/9/2015	Classroom Walk-Throughs, Classroom Observations, Student Artifacts (Journals, Work Folders, Assessments)	11/26/2015 weekly
G2.B1.S1.A3	Conduct coaching cycles with a focus on modeling how to introduce a lesson by accessing prior knowledge and addressing prerequisite skills.	Rice, Lisa	8/31/2015	Coaching Log	11/16/2015 weekly
G3.B1.S1.A3	Model how to create weekly lessons that are focused on scaffolded instruction, during common planning time.	Cunningham, Tanisha	8/31/2015	Common Planning Sign-In Sheets/ Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).	1/22/2016 weekly
G3.B1.S2.A3	Model effective instructional delivery that focuses on the use of text decoding strategies, research based reading strategies, and generating a final student written response.	Cunningham, Tanisha	8/31/2015	Common Planning Sign-In Sheets/ Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).	1/22/2016 monthly
G4.B1.S1.A3	Parent Conferences with School Attendance Committee.	Jasmin, Rose	8/31/2015	Daily Attendance Reports, COGNOS Reports, Communication Logs, Home Visitation Logs	1/22/2016 weekly
G1.B1.S1.A4	Conduct coaching cycles and model explicit instruction using the Gradual Release Model, during Differentiated Instruction, based on teacher need.	Barrett, Katya	9/14/2015	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	1/22/2016 weekly
G2.B1.S1.A4	Conduct coaching cycles on providing explicit instruction following the Gradual Release Model.	Rice, Lisa	8/31/2015	Coaching Log	11/16/2015 weekly
G3.B1.S1.A4	Model effective scaffolded instruction that focuses on daily learning objectives.	Cunningham, Tanisha	8/31/2015	Common Planning Sign-In Sheets/ Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).	1/22/2016 weekly
G4.B1.S1.A4	Implement school-wide Attendance Incentive Program.	Jasmin, Rose	8/31/2015	Daily Attendance Reports	1/22/2016 weekly
G1.B1.S1.A5	Create an At-a-Glance schedule that outlines specific times for Differentiated Instruction monitoring purposes.	Barrett, Katya	9/25/2015	Schedule Monitoring Tool	1/22/2016 quarterly
G2.B1.S1.A5	Provide professional development on Math Progressions.	Rice, Lisa	8/31/2015	Professional Development Sign-In Sheet	9/16/2015 one-time
G4.B1.S1.A5	Implement school-wide Behavior Incentive Program.	Jasmin, Rose	8/31/2015	Utilization of positive behavior reward system (e.g., Bryan Bucks, Magnificent Minion Award).	1/22/2016 monthly
G1.B1.S1.A6	Conduct classroom walk-throughs to monitor the effective use of explicit instruction, with the use of the Gradual Release Model.	Barrett, Katya	9/28/2015	Leadership Team Meeting Agenda, Sign-In Sheet and Summary	1/22/2016 weekly
G2.B1.S1.A6	Identify and plan for remediation of primary standard when utilizing check for understanding questions to pull small groups.	Rice, Lisa	8/31/2015	Teachers will revisit guided notes provided during explicit instruction. Evidence of remediation provided in student journals.	11/16/2015 weekly
G1.B1.S1.A7	Debrief with the Instructional Coach on the implementation of explicit instruction and the use of the Gradual Release Model, during Differentiated Instruction.	Barrett, Katya	9/7/2015	Classroom Walk-Throughs, Classroom Observations, Student Observations (Journals, Work Folders, Assessments).	1/22/2016 weekly
G2.B1.S1.A7	Provide professional development on remediating students based on primary standard at Teacher Led Center.	Rice, Lisa	8/31/2015	Professional Development Sign-In Sheet	9/21/2015 one-time

Dade - 0561 - W. J. Bryan Elementary - 2015-16 SIP
W. J. Bryan Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A8	Plan for the utilization of ELL strategies to help guide explicit instruction during Differentiated Instruction at the Teacher Led Center.	Barrett, Katya	9/28/2015	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	1/22/2016 weekly
G1.B1.S1.A9	Utilize relevant and current data (i-Ready, CELLA, STAR) to adjust goals and flexible student groups.	Barrett, Katya	9/21/2015	Data Binders, Differentiated Instruction Grouping Charts	1/22/2016 weekly
G1.B1.S1.A10	Conduct data chats with all stakeholders (Administration, Instructional Coaches, Teachers, Students)	Maytin-Miret, Milagros	10/29/2015	Sign-In Sheets, Data Binders	1/22/2016 monthly
G1.B1.S1.A11	Plan for Differentiated Instruction that includes a focus and aligns instructional resources to the students' specific needs, during Common Planning Time.	Barrett, Katya	9/21/2015	Differentiated Instruction Outline/Focus Planning Tool, Common Planning Sign-In Sheets	1/22/2016 weekly
G1.B1.S1.A12	Conduct coaching cycles and model the implementation of small group instruction aligned to data. The coaching cycle(s) can focus on before, during and after steps of a differentiated lesson.	Barrett, Katya	9/21/2015	Coaching Log	1/22/2016 weekly
G1.B1.S1.A13	Conduct on-going meetings to review school-wide data and other issues pertinent to student progress.	Maytin-Miret, Milagros	9/7/2015	Leadership Team Meeting Notes, Reading Coach's Documentation	1/22/2016 monthly
G1.B1.S1.A14	Conduct classroom walk-throughs during Differentiated Instruction, to monitor the implementation of the alignment of instructional resources and data to meet students' needs.	Barrett, Katya	9/28/2015	Classroom Walk-Throughs, Classroom Observations, Student Artifacts (Journals, Work Folders, Assessments)	1/22/2016 weekly
G1.MA1	Disaggregate data from Standardized Assessments and Florida Standards Assessment.	Maytin-Miret, Milagros	8/31/2015	Reports from G2D (ThinkGate), Reports from i-Ready.	1/22/2016 monthly
G1.B1.S1.MA1	Leadership Team will monitor and review student and teacher related data, as it becomes available.	Maytin-Miret, Milagros	8/31/2015	Individual student data, class data, grade-level data, school-wide data.	1/22/2016 monthly
G1.B1.S1.MA1	Closely monitor student performance data, as it becomes available.	Maytin-Miret, Milagros	8/31/2015	School-Based and District-Based Data (e.g., i-Ready, CELLA, STAR, Baseline Assessments)	1/22/2016 biweekly
G2.MA1	Monitor and review student and teacher related data, as it becomes available.	Maytin-Miret, Milagros	8/31/2015	Individual student data, class data, grade-level data, school-wide data.	1/22/2016 biweekly
G2.B1.S1.MA1	Closely monitor classroom performance data, as it becomes available.	Cunningham, Tanisha	8/31/2015	School-Based Assessment Data, District-Based Assessment Data	1/22/2016 biweekly
G2.B1.S1.MA1	Closely monitor student performance data, as it becomes available.	Cunningham, Tanisha	8/31/2015	School-Based and District-Based Assessment Data, State Standardized Assessment Data	1/22/2016 biweekly
G3.MA1	Monitor Student Performance Data in Science.	Cunningham, Tanisha	8/31/2015	District-Based Assessment Data, State Standardized Assessment Data in Science.	1/22/2016 monthly
G3.B1.S1.MA1	Increase student opportunities for exposure to STEM-based learning through Museums Magnet Program activities and projects.	Cunningham, Tanisha	8/31/2015	Lesson plans, field trips, STEM-based projects, student achievement data.	1/22/2016 semiannually
G3.B1.S1.MA1	Monitor participation in STEM-related activities such as: Science Fair, Fairchild Challenge and other Project Based Learning activities.	Cunningham, Tanisha	8/31/2015	Classroom Walk-Throughs, Classroom Observations, Student Work Samples.	1/22/2016 quarterly
G3.B1.S2.MA1	Closely monitor classroom performance data, as it becomes available.	Cunningham, Tanisha	8/31/2015	Science Baseline Assessment Data, School-Based Assessment Data	1/22/2016 biweekly
G3.B1.S2.MA1	Closely monitor student performance data, as it becomes available.	Cunningham, Tanisha	8/31/2015	Lesson Plans, Classroom Walk-Throughs, Classroom Observations,	1/22/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Student Artifacts (journals, work folders, assessments).	
G4.MA1	Student Attendance Reports, Student Performance Data	Maytin-Miret, Milagros	8/31/2015	Daily Attendance Bulletins, Teacher Communication Logs, School Counselor Communication Logs, Community Involvement Specialist Communication Logs, Student Achievement Data.	1/22/2016 quarterly
G4.B1.S1.MA1	Students presenting with at-risk behaviors will be monitored through consistent communication with Student Services team to determine success of the School-Wide Incentives Program, with an emphasis on consistent attendance.	Cunningham, Tanisha	8/31/2015	Attendance Reports available from the Assistant Principal's/Principal's Portal.	1/22/2016 quarterly
G4.B1.S1.MA1	Identify students that present at-risk behaviors and target them for in-school support as well as community resources.	Jasmin, Rose	8/31/2015	Communication Logs from School Counselor and Community Involvement Specialist.	1/22/2016 biweekly
G5.MA1	Monitor School-Wide and District-Wide Assessment Data, as it pertains to ESE Student Performance.	Cunningham, Tanisha	8/31/2015	School-Wide Assessment Data, District-Wide Assessment Data, State Standardized Assessment Data	1/22/2016 quarterly
G5.B1.S1.MA1	Monitor Reports available on SPED-EMS, to ensure ESE Compliance.	Cunningham, Tanisha	8/31/2015	SPED-EMS Compliance Reports.	1/22/2016 quarterly
G5.B1.S1.MA1	Monitor instruction to ensure alignment with best practices in ESE.	Cunningham, Tanisha	8/31/2015	Classroom Walk-Throughs, Student Artifacts of ESE students, Progress Reports and Report Cards of ESE Students.	1/22/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in Literacy.

G1.B1 Limited evidence of strategic, data driven differentiated instructional practices.

G1.B1.S1 Plan for and implement explicit instruction through the gradual release model at the Teacher Led Center.

PD Opportunity 1

Conduct professional development on planning for and delivering effective and targeted differentiated instruction and the Teacher Led Center (TLC). Professional development session(s) will focus on what to do before, during and after a lesson at the TLC.

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Quarterly, from 9/22/2015 to 1/22/2016

G2. To increase student achievement by improving core instruction in Mathematics.

G2.B1 Limited evidence of explicit instruction during the Gradual Release.

G2.B1.S1 Focus on planning to provide teachers with guidance on how to explicitly teach the content.

PD Opportunity 1

Provide professional development on Math Progressions.

Facilitator

Mathematics Curriculum Support Specialist

Participants

Mathematics Coach, Classroom Teachers

Schedule

On 9/16/2015

PD Opportunity 2

Provide professional development on remediating students based on primary standard at Teacher Led Center.

Facilitator

Mathematics Curriculum Support Specialist

Participants

Mathematics Coach, Classroom Teachers

Schedule

On 9/21/2015

G3. To increase student achievement by improving core instruction in Science.

G3.B1 Inconsistent use of the NGSSS to ensure standards-based instruction, aligned to the cognitive complexity of the standards.

G3.B1.S1 Utilize the New Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

Professional Development on unwrapping benchmarks to create lesson plans that are focused on scaffolded instruction.

Facilitator

Science Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

On 9/30/2015

PD Opportunity 2

Professional Development on how to select tasks/resources aligned to cognitive complexity.

Facilitator

Science Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

On 9/30/2015

G5. Provide on-going support to increase the limited evidence of implementation of accommodations, application of Universal Design for Learning (UDL), and Differentiated Instruction (DI) including supports as indicated on students' Individualized Education Plans (IEP).

G5.B1 Limited evidence of implementation of accommodations, application of the Universal Design for Learning (UDL) and Differentiated Instruction (DI), including supports indicated on their Individual Educational Plans (IEP).

G5.B1.S2 Ensure accommodations and supplementary aids/services are implemented with fidelity to support differentiated instruction.

PD Opportunity 1

Conduct PD related to specific areas of ESE (characteristics of students, models of support, overview of sections of the IEP).

Facilitator

ESE Curriculum Support Specialists

Participants

ESE Team/Classroom Teachers

Schedule

On 9/17/2015

PD Opportunity 2

Conduct PD on teaching strategies to meet the needs of Students with Disabilities who experience difficulty with auditory or visual processing.

Facilitator

ESE Curriculum Support Specialists

Participants

ESE Team/Classroom Teachers

Schedule

On 9/17/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in Literacy.

G1.B1 Limited evidence of strategic, data driven differentiated instructional practices.

G1.B1.S1 Plan for and implement explicit instruction through the gradual release model at the Teacher Led Center.

PD Opportunity 1

Plan for Differentiated Instruction lessons that incorporate the Gradual Release Model during common planning time.

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Quarterly, from 9/7/2015 to 1/22/2016

PD Opportunity 2

Plan for and provide for opportunities for students to practice skills being modeled by teacher during Differentiated Instruction time.

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Weekly, from 9/9/2015 to 11/26/2015

PD Opportunity 3

Conduct coaching cycles and model explicit instruction using the Gradual Release Model, during Differentiated Instruction, based on teacher need.

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Weekly, from 9/14/2015 to 1/22/2016

PD Opportunity 4

Create an At-a-Glance schedule that outlines specific times for Differentiated Instruction monitoring purposes.

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Quarterly, from 9/25/2015 to 1/22/2016

PD Opportunity 5

Conduct classroom walk-throughs to monitor the effective use of explicit instruction, with the use of the Gradual Release Model.

Facilitator

Reading Coach/Administrative Team/Curriculum Support Specialist/Instructional Supervisor

Participants

Classroom teachers

Schedule

Weekly, from 9/28/2015 to 1/22/2016

PD Opportunity 6

Debrief with the Instructional Coach on the implementation of explicit instruction and the use of the Gradual Release Model, during Differentiated Instruction.

Facilitator

Reading Coach/Administrative Team/Curriculum Support Specialist/Instructional Supervisor

Participants

Classroom Teachers

Schedule

Weekly, from 9/7/2015 to 1/22/2016

PD Opportunity 7

Plan for the utilization of ELL strategies to help guide explicit instruction during Differentiated Instruction at the Teacher Led Center.

Facilitator

Reading Coach/Bilingual Teacher/Bilingual Instructional Supervisor

Participants

Classroom Teachers

Schedule

Weekly, from 9/28/2015 to 1/22/2016

PD Opportunity 8

Utilize relevant and current data (i-Ready, CELLA, STAR) to adjust goals and flexible student groups.

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 9/21/2015 to 1/22/2016

PD Opportunity 9

Conduct data chats with all stakeholders (Administration, Instructional Coaches, Teachers, Students)

Facilitator

Reading Coach/Administrative Team/Curriculum Support Specialist/Instructional Supervisor

Participants

Classroom Teachers

Schedule

Monthly, from 10/29/2015 to 1/22/2016

PD Opportunity 10

Plan for Differentiated Instruction that includes a focus and aligns instructional resources to the students' specific needs, during Common Planning Time.

Facilitator

Reading Coach, Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 9/21/2015 to 1/22/2016

PD Opportunity 11

Conduct coaching cycles and model the implementation of small group instruction aligned to data. The coaching cycle(s) can focus on before, during and after steps of a differentiated lesson.

Facilitator

Reading Coach, Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 9/21/2015 to 1/22/2016

PD Opportunity 12

Conduct on-going meetings to review school-wide data and other issues pertinent to student progress.

Facilitator

Administration, Instructional Coaches, ELL Chair

Participants

Classroom Teachers

Schedule

Monthly, from 9/7/2015 to 1/22/2016

PD Opportunity 13

Conduct classroom walk-throughs during Differentiated Instruction, to monitor the implementation of the alignment of instructional resources and data to meet students' needs.

Facilitator

Administration, Instructional Coaches, ELL Chair

Participants

Classroom Teachers

Schedule

Weekly, from 9/28/2015 to 1/22/2016

G2. To increase student achievement by improving core instruction in Mathematics.

G2.B1 Limited evidence of explicit instruction during the Gradual Release.

G2.B1.S1 Focus on planning to provide teachers with guidance on how to explicitly teach the content.

PD Opportunity 1

Unwrap lessons during collaborative planning and identify prerequisite standards based on the standard progressions.

Facilitator

Mathematics Coach, Mathematics Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 8/31/2015 to 11/16/2015

PD Opportunity 2

Create guided notes during collaborative planning to aid teachers in explicit instruction.

Facilitator

Mathematics Coach, Mathematics Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 8/31/2015 to 11/16/2015

PD Opportunity 3

Conduct coaching cycles with a focus on modeling how to introduce a lesson by accessing prior knowledge and addressing prerequisite skills.

Facilitator

Mathematics Coach, Mathematics Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 8/31/2015 to 11/16/2015

PD Opportunity 4

Conduct coaching cycles on providing explicit instruction following the Gradual Release Model.

Facilitator

Mathematics Coach, Mathematics Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 8/31/2015 to 11/16/2015

PD Opportunity 5

Identify and plan for remediation of primary standard when utilizing check for understanding questions to pull small groups.

Facilitator

Mathematics Coach, Mathematics Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 8/31/2015 to 11/16/2015

G3. To increase student achievement by improving core instruction in Science.

G3.B1 Inconsistent use of the NGSSS to ensure standards-based instruction, aligned to the cognitive complexity of the standards.

G3.B1.S1 Utilize the New Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

Model how to create weekly lessons that are focused on scaffolded instruction, during common planning time.

Facilitator

Science Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 8/31/2015 to 1/22/2016

PD Opportunity 2

Model effective scaffolded instruction that focuses on daily learning objectives.

Facilitator

Science Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 8/31/2015 to 1/22/2016

G3.B1.S2 Utilize research-based Reading, Writing and ESOL strategies to enhance Science instruction.

PD Opportunity 1

Provide targeted teachers with job-embedded professional development on text decoding strategies and the appropriate written responses in the content area.

Facilitator

Science Curriculum Support Specialist, Assistant Principal

Participants

Classroom Teachers

Schedule

Quarterly, from 8/31/2015 to 1/22/2016

PD Opportunity 2

Collaboratively plan with targeted teachers in order to develop daily instructional lessons that focus on generating authentic writing products in the content area.

Facilitator

Science Curriculum Support Specialist, Assistant Principal

Participants

Classroom Teachers

Schedule

Weekly, from 8/31/2015 to 1/22/2016

PD Opportunity 3

Model effective instructional delivery that focuses on the use of text decoding strategies, research based reading strategies, and generating a final student written response.

Facilitator

Science Curriculum Support Specialist, Assistant Principal

Participants

Classroom Teachers

Schedule

Monthly, from 8/31/2015 to 1/22/2016

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

G4.B1 Student attendance rates (specifically in the primary grades), which demonstrates a direct correlation to at-risk school performance.

G4.B1.S1 Implement school-wide attendance initiative, which will target students who miss 10 percent or more of available instructional time, students with previous retentions, students demonstrating deficiencies in reading comprehension in the primary grades, and students with multiple behavioral referrals.

PD Opportunity 1

Review daily attendance bulletin, to track attendance rates of students.

Facilitator

School Counselor, Community Involvement Specialist

Participants

Faculty, Staff, Students

Schedule

Daily, from 8/31/2015 to 1/22/2016

PD Opportunity 2

Document students at the 3, 5 and 7 absence mark.

Facilitator

School Counselor, Community Involvement Specialist

Participants

Faculty, Staff, Students

Schedule

Daily, from 8/31/2015 to 1/22/2016

PD Opportunity 3

Parent Conferences with School Attendance Committee.

Facilitator

School Counselor, Community Involvement Specialist, Assistant Principal

Participants

Faculty, Staff, Students, Parents

Schedule

Weekly, from 8/31/2015 to 1/22/2016

PD Opportunity 4

Implement school-wide Attendance Incentive Program.

Facilitator

School Counselor, Community Involvement Specialist, Assistant Principal

Participants

Faculty, Staff, Students

Schedule

Weekly, from 8/31/2015 to 1/22/2016

PD Opportunity 5

Implement school-wide Behavior Incentive Program.

Facilitator

School Counselor, Community Involvement Specialist, Assistant Principal

Participants

Faculty, Staff, Students

Schedule

Monthly, from 8/31/2015 to 1/22/2016

G5. Provide on-going support to increase the limited evidence of implementation of accommodations, application of Universal Design for Learning (UDL), and Differentiated Instruction (DI) including supports as indicated on students' Individualized Education Plans (IEP).

G5.B1 Limited evidence of implementation of accommodations, application of the Universal Design for Learning (UDL) and Differentiated Instruction (DI), including supports indicated on their Individual Educational Plans (IEP).

G5.B1.S1 Align supports on the IEP, to implement DI for Students with Disabilities (SWD).

PD Opportunity 1

Review IEPs for all Students with Disabilities in order to match the schedule to the service delivery model on the students' IEPs.

Facilitator

ESE Curriculum Support Specialists, Staffing Specialist

Participants

School ESE Team, ESE Curriculum Support Specialists, Staffing Specialist

Schedule

On 9/11/2015

PD Opportunity 2

School will conduct Interim IEP meetings (as needed) and/or revise schedules (ESE Teacher, Student) to meet the needs of the students and provide support for DI instruction to Students with Disabilities.

Facilitator

ESE Curriculum Support Specialists, Staffing Specialist

Participants

School ESE Team, ESE Curriculum Support Specialists, Staffing Specialist

Schedule

On 9/30/2015

Budget

Budget Data

1	G1.B1.S1.A1	Conduct professional development on planning for and delivering effective and targeted differentiated instruction and the Teacher Led Center (TLC). Professional development session(s) will focus on what to do before, during and after a lesson at the TLC.	\$5,000.00
---	-------------	--	------------

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - W. J. Bryan Elementary	Title I Part A		\$5,000.00
2	G1.B1.S1.A10	Conduct data chats with all stakeholders (Administration, Instructional Coaches, Teachers, Students)				\$0.00
3	G1.B1.S1.A11	Plan for Differentiated Instruction that includes a focus and aligns instructional resources to the students' specific needs, during Common Planning Time.				\$0.00
4	G1.B1.S1.A12	Conduct coaching cycles and model the implementation of small group instruction aligned to data. The coaching cycle(s) can focus on before, during and after steps of a differentiated lesson.				\$0.00
5	G1.B1.S1.A13	Conduct on-going meetings to review school-wide data and other issues pertinent to student progress.				\$0.00
6	G1.B1.S1.A14	Conduct classroom walk-throughs during Differentiated Instruction, to monitor the implementation of the alignment of instructional resources and data to meet students' needs.				\$0.00
7	G1.B1.S1.A2	Plan for Differentiated Instruction lessons that incorporate the Gradual Release Model during common planning time.				\$0.00
8	G1.B1.S1.A3	Plan for and provide for opportunities for students to practice skills being modeled by teacher during Differentiated Instruction time.				\$0.00
9	G1.B1.S1.A4	Conduct coaching cycles and model explicit instruction using the Gradual Release Model, during Differentiated Instruction, based on teacher need.				\$0.00
10	G1.B1.S1.A5	Create an At-a-Glance schedule that outlines specific times for Differentiated Instruction monitoring purposes.				\$0.00
11	G1.B1.S1.A6	Conduct classroom walk-throughs to monitor the effective use of explicit instruction, with the use of the Gradual Release Model.				\$0.00
12	G1.B1.S1.A7	Debrief with the Instructional Coach on the implementation of explicit instruction and the use of the Gradual Release Model, during Differentiated Instruction.				\$0.00
13	G1.B1.S1.A8	Plan for the utilization of ELL strategies to help guide explicit instruction during Differentiated Instruction at the Teacher Led Center.				\$0.00
14	G1.B1.S1.A9	Utilize relevant and current data (i-Ready, CELLA, STAR) to adjust goals and flexible student groups.				\$0.00
15	G2.B1.S1.A1	Unwrap lessons during collaborative planning and identify prerequisite standards based on the standard progressions.				\$0.00
16	G2.B1.S1.A2	Create guided notes during collaborative planning to aid teachers in explicit instruction.				\$0.00
17	G2.B1.S1.A3	Conduct coaching cycles with a focus on modeling how to introduce a lesson by accessing prior knowledge and addressing prerequisite skills.				\$0.00

Budget Data

18	G2.B1.S1.A4	Conduct coaching cycles on providing explicit instruction following the Gradual Release Model.				\$0.00
19	G2.B1.S1.A5	Provide professional development on Math Progressions.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - W. J. Bryan Elementary	Title I Part A		\$5,000.00
20	G2.B1.S1.A6	Identify and plan for remediation of primary standard when utilizing check for understanding questions to pull small groups.				\$0.00
21	G2.B1.S1.A7	Provide professional development on remediating students based on primary standard at Teacher Led Center.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - W. J. Bryan Elementary	Title I Part A		\$5,000.00
22	G3.B1.S1.A1	Professional Development on unwrapping benchmarks to create lesson plans that are focused on scaffolded instruction.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - W. J. Bryan Elementary	Title I Part A		\$5,000.00
23	G3.B1.S1.A2	Professional Development on how to select tasks/resources aligned to cognitive complexity.				\$0.00
24	G3.B1.S1.A3	Model how to create weekly lessons that are focused on scaffolded instruction, during common planning time.				\$0.00
25	G3.B1.S1.A4	Model effective scaffolded instruction that focuses on daily learning objectives.				\$0.00
26	G3.B1.S2.A1	Provide targeted teachers with job-embedded professional development on text decoding strategies and the appropriate written responses in the content area.				\$0.00
27	G3.B1.S2.A2	Collaboratively plan with targeted teachers in order to develop daily instructional lessons that focus on generating authentic writing products in the content area.				\$0.00
28	G3.B1.S2.A3	Model effective instructional delivery that focuses on the use of text decoding strategies, research based reading strategies, and generating a final student written response.				\$0.00
29	G4.B1.S1.A1	Review daily attendance bulletin, to track attendance rates of students.				\$0.00
30	G4.B1.S1.A2	Document students at the 3, 5 and 7 absence mark.				\$0.00
31	G4.B1.S1.A3	Parent Conferences with School Attendance Committee.				\$0.00

Budget Data

32	G4.B1.S1.A4	Implement school-wide Attendance Incentive Program.	\$0.00
33	G4.B1.S1.A5	Implement school-wide Behavior Incentive Program.	\$0.00
34	G5.B1.S1.A1	Review IEPs for all Students with Disabilities in order to match the schedule to the service delivery model on the students' IEPs.	\$0.00
35	G5.B1.S1.A2	School will conduct Interim IEP meetings (as needed) and/or revise schedules (ESE Teacher, Student) to meet the needs of the students and provide support for DI instruction to Students with Disabilities.	\$0.00
36	G5.B1.S2.A1	Conduct PD related to specific areas of ESE (characteristics of students, models of support, overview of sections of the IEP).	\$0.00
37	G5.B1.S2.A2	Conduct PD on teaching strategies to meet the needs of Students with Disabilities who experience difficulty with auditory or visual processing.	\$0.00
Total:			\$20,000.00