W. J. Bryan Elementary

2016-17 Schoolwide Improvement Plan

W. J. Bryan Elementary

1201 NE 125TH ST, North Miami, FL 33161

http://wjbryan.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	**2015-16**	**2014-15**	**2013-14**	**2012-13**
Grade	C	C*	D	C

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for W. J. Bryan Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. 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).

a. 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 previous retained.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	2	3	1	8	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	11	8	5	5	4	18	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	8	14	0	10	47	0	0	0	0	0	0	0	79

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	8	14	5	12	47	0	0	0	0	0	0	0	86

c. 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 resources from the i-Attend platform, 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/346649.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Cunningham, Tanisha	Principal
Cunningham, Tanisha	Assistant Principal
Barrett, Katya	Instructional Coach
Harrell, Jr.	Instructional Coach
Robert, Ruth	Teacher, K-12
Trujillo-Fruitstone, Maribel	Teacher, K-12
Jasmin, Rose	School Counselor
Darucaud, Marie Danielle	Paraprofessional
Roberson, Paulette	Teacher, K-12

b. Duties

1. 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.

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 RtI 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/RtI 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.

*2. 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/RtI 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.

The 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.

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 CHESS and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

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.
shelters in the community.
• The school counselor, as homeless student liaison, continues to participate in community organization meetings and task forces as it relates to homeless children and youth and to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

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
Lily Rodriguez	Parent
Benita Jean Charles	Parent
Falicie Dirosier	Teacher
Maritza Sanchez	Teacher
Weslyn Joseph	Teacher
Jacqueline Salgan	Teacher
Kiona Bolton	Business/Community
Sandra Martinez	Parent
Eva Flores	Parent
Matthew Cameron	Parent
Erticha Dass	Student
Rhea Foy	Parent
Ray Newlands "Short Chef"	Business/Community

b. Duties

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

a. 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.

b. Development of this school improvement plan

The School Advisory Council worked closely with the leadership teams (administration, LLT, MTSS/RtI) 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.

c. 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.

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

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

Student Incentives - $500.00
Curriculum-Based Initiatives - $3000.00
Total - $3,500.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Cunningham, Tanisha	Principal
Cunningham, Tanisha	Assistant Principal
Barrett, Katya	Instructional Coach
Harrell, Jr.	Instructional Coach
Robert, Ruth	Teacher, K-12
Trujillo-Fruitstone, Maribel	Teacher, K-12
Jasmin, Rose	School Counselor
Brown, Faith	Teacher, K-12
Garcia, Sandra	Teacher, K-12
Salgan, Jacqueline	Teacher, K-12
Wilson, Charlene	Teacher, K-12
Reigosa, Lissette	Teacher, K-12
Johnson, June	Teacher, ESE
Roberson, Paulette	Teacher, K-12
Darucaud, Marie Danielle	Paraprofessional
Martinez, Roselia	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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.

2. 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.

3. 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).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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., i-Ready Reports).

Strategy: Weekend Program

Minutes added to school year: 1,250

In an effort to enhance the learning process, our school provides Saturday Academy tutoring for our lowest 45% students in science. Through this endeavor, teachers provide additional support in the areas of 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
Cunningham, Tanisha, 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 Science Topic Assessments.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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.

b. College and Career Readiness

1. 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.

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

Not applicable.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Not Applicable.

B. 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"Â? 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.

Not Applicable.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

🔑 G087992

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of corrective feedback in student reading journals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications: Daily Learning Targets, Daily End Product, McGraw-Hill Wonders, Close Reading, Instructional Coach, i-Ready Toolbox.

Plan to Monitor Progress Toward G1. 8

Disaggregate data from Standardized Assessments and Florida Standards Assessment.

Person Responsible

Tanisha Cunningham

Schedule

Monthly, from 9/1/2016 to 6/9/2017

Evidence of Completion

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

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

G087993

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of teachers using technology resources to enhance learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math Textbook, Item Specifications, Pacing Guide, Math Infographic, Power BI data, Math Coach, Math Curriculum Support Specialist.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Tanisha Cunningham

Schedule

Monthly, from 9/1/2016 to 6/9/2017

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

🔍 G087994

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of teacher utilization of One Drive resources, as documented in student folders and journals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Curriculum Support Specialist, i-CAD Presentations, Science One Drive Materials, 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.

Plan to Monitor Progress Toward G3. 8

Monitor Student Achievement Data in Science.

Person Responsible
Tanisha Cunningham

Schedule
Monthly, from 9/1/2016 to 6/9/2017

Evidence of Completion
School and District-Based Assessment Data, as documented on the Power BI platform, 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

🔍 G087995

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	19.0

Targeted Barriers to Achieving the Goal 3

- LEARNING ENVIRONMENT - Promote accountability for learning and hold high academic expectations for all learners.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reports available in i-Attend, School Counselor, Community Involvement Specialist, Attendance Incentives

Plan to Monitor Progress Toward G4. 8

Student Attendance Reports, Student Performance Data

Person Responsible

Tanisha Cunningham

Schedule

Quarterly, from 9/1/2016 to 6/9/2017

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`

🔑 G087996

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0

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).

Resources Available to Help Reduce or Eliminate the Barriers `2`

- ESE Curriculum Support Specialists, SPED-EMS System

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 9/1/2016 to 6/9/2017

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]

G087992

G1.B1 Limited evidence of corrective feedback in student reading journals. [2]

B233959

G1.B1.S1 INSTRUCTIONAL PLANNING - Plan instruction effectively for content mastery; & ASSESSMENT- use formative assessment to adjust instruction for re-teaching, remediation, and enrichment. [4]

S246774

Strategy Rationale

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

Action Step 1 [5]

Planning with the instructional coach using effective and targeted instruction focusing on daily learning target questions and suggested responses.

Person Responsible

Katya Barrett

Schedule

Quarterly, from 9/1/2016 to 6/9/2017

Evidence of Completion

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

Action Step 2 [5]

Planning with teachers during common planning on corrective feedback in student journals.

Person Responsible

Katya Barrett

Schedule

Quarterly, from 9/1/2016 to 6/9/2017

Evidence of Completion

Common Planning Sign-in Sheets, Questions in lesson plans, student artifacts (journals as evidence of use of questions, work folders, assessments).

Action Step 3 5

Utilize sample journals with corrective feedback and use as a guide for reflection and for re-teaching, remediation, and enrichment

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/1/2016 to 6/9/2017

Evidence of Completion

Common Planning Sign-in Sheets, Questions in lesson plans, student artifacts (journals as evidence of use of questions, work folders, assessments).

Action Step 4 5

Conduct classroom walk-throughs to monitor the effective use of corrective feedback and opportunities for correction.

Person Responsible

Katya Barrett

Schedule

Weekly, from 9/1/2016 to 6/9/2017

Evidence of Completion

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

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

Closely monitor student performance data, as it becomes available.

Person Responsible

Tanisha Cunningham

Schedule

Biweekly, from 9/1/2016 to 6/9/2017

Evidence of Completion

School-Based and District-Based Data (e.g., i-Ready, CELLA, STAR, G2D 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

Tanisha Cunningham

Schedule

Monthly, from 9/1/2016 to 6/9/2017

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`

🔑 G087993

G2.B1 Limited evidence of teachers using technology resources to enhance learning. `2`

🔑 B233960

G2.B1.S1 INSTRUCTIONAL DELIVERY - use technology to differentiate instruction and enhance learning; & ENGAGEMENT - Engage students in diverse activity structures. `4`

🔑 S246776

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 instructional staff with access to the Mathematics Infographics site.

Person Responsible

Louis Harrell, Jr.

Schedule

On 12/23/2016

Evidence of Completion

Documentation of teacher access spreadsheet, verifying log-in information.

Action Step 2 `5`

Provide instructional staff with access to i-Ready Toolbox.

Person Responsible

Louis Harrell, Jr.

Schedule

On 12/23/2016

Evidence of Completion

Documentation of teacher access spreadsheet, verifying log-in information.

Action Step 3 5

Monitor instructional practices via classroom walk-throughs.

Person Responsible

Louis Harrell, Jr.

Schedule

Weekly, from 9/1/2016 to 6/9/2017

Evidence of Completion

Leadership team meetings, classroom walk-throughs, coaching logs.

Action Step 4 5

Provide inservice for classroom teachers on technology resources, during grade level common planning.

Person Responsible

Louis Harrell, Jr.

Schedule

Weekly, from 9/1/2016 to 6/9/2017

Evidence of Completion

Common Planning Sign-in sheets.

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 9/1/2016 to 6/9/2017

Evidence of Completion

School-Based and District-Based Assessment Data, as available through Power BI platform.

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 9/1/2016 to 6/9/2017

Evidence of Completion

School-Based Assessment Data, District-Based Assessment Data

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

🔑 G087994

G3.B1 Limited evidence of teacher utilization of One Drive resources, as documented in student folders and journals. [2]

🔑 B233962

G3.B1.S1 INSTRUCTIONAL PLANNING - Develop plans that are clear, logical, sequential, and aligned to standards-based learning. Gather, evaluate and/or create appropriate instructional materials. [4]

🔑 S246778

Strategy Rationale

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

Action Step 1 [5]

During common planning, teachers will be provided with a tutorial on how to access the One Drive resources that can be incorporated within the science instruction.

Person Responsible

Tanisha Cunningham

Schedule

On 12/23/2016

Evidence of Completion

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

Action Step 2 [5]

Monitor use of Science OneDrive resources in classrooms via walk-throughs.

Person Responsible

Tanisha Cunningham

Schedule

Weekly, from 9/1/2016 to 6/9/2017

Evidence of Completion

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

Action Step 3 `5`

Utilize samples student science journals to share best practices and align the student work to the taught standards.

Person Responsible

Tanisha Cunningham

Schedule

Every 6 Weeks, from 9/1/2016 to 6/9/2017

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 9/1/2016 to 6/9/2017

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 9/1/2016 to 6/9/2017

Evidence of Completion

Lesson plans, field trips, STEM-based projects, student achievement 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]

🔍 G087995

G4.B1 LEARNING ENVIRONMENT - Promote accountability for learning and hold high academic expectations for all learners. [2]

🔍 B233965

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]

🔍 S246779

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 9/1/2016 to 6/9/2017

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 9/1/2016 to 6/9/2017

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

Biweekly, from 9/1/2016 to 6/9/2017

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 9/1/2016 to 6/9/2017

Evidence of Completion

Daily Attendance Reports, 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 9/1/2016 to 6/9/2017

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 9/1/2016 to 6/9/2017

Evidence of Completion

Resources available on the i-Attend platform, 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

🔑 G087996

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

🔑 B233966

G5.B1.S1 KNOWLEDGE OF LEARNERS, INSTRUCTIONAL PLANNING - Align supports on the IEP, to implement DI for Students with Disabilities (SWD). 4

🔑 S246780

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

Quarterly, from 9/1/2016 to 6/9/2017

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

Quarterly, from 9/1/2016 to 6/9/2017

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 9/1/2016 to 6/9/2017

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 9/1/2016 to 6/9/2017

Evidence of Completion

ESE-EMS Compliance Reports.

G5.B1.S2 KNOWLEDGE OF LEARNERS, INSTRUCTIONAL PLANNING - Ensure accommodations and supplementary aids/services are implemented with fidelity to support differentiated instruction. `4`

🔍 S246781

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 documentation related to specific areas of ESE (characteristics of students, models of support, overview of sections of the IEP), with affected teachers.

Person Responsible

Tanisha Cunningham

Schedule

On 12/23/2016

Evidence of Completion

Professional Development Agenda and Roster

Action Step 2 `5`

Review teaching strategies to meet the needs of Students with Disabilities who experience difficulty with auditory or visual processing, with affected teachers.

Person Responsible

Tanisha Cunningham

Schedule

On 12/23/2016

Evidence of Completion

Professional Development Agenda and Roster

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Review district-wide data available, pertaining to the academic capabilities and progress of Students with Disabilities (SWD).

Person Responsible

Tanisha Cunningham

Schedule

On 12/23/2016

Evidence of Completion

ESE-EMS Reports, data available on the Power BI Platform.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Review student performance data of Students with Disabilities (SWD).

Person Responsible

Tanisha Cunningham

Schedule

Biweekly, from 9/1/2016 to 6/9/2017

Evidence of Completion

District-Wide ESE Reports, available in the Administrator's portal.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.A1 🔍 A320613	Provide instructional staff with access to the Mathematics Infographics site.	Harrell, Jr., Louis	9/1/2016	Documentation of teacher access spreadsheet, verifying log-in information.	12/23/2016 one-time
G2.B1.S1.A2 🔍 A320614	Provide instructional staff with access to i-Ready Toolbox.	Harrell, Jr., Louis	9/1/2016	Documentation of teacher access spreadsheet, verifying log-in information.	12/23/2016 one-time
G3.B1.S1.A1 🔍 A320617	During common planning, teachers will be provided with a tutorial on how to access the One Drive...	Cunningham, Tanisha	9/1/2016	Professional Development Sign-In Sheet, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).	12/23/2016 one-time
G5.B1.S2.MA1 🔍 M333862	Review district-wide data available, pertaining to the academic capabilities and progress of...	Cunningham, Tanisha	9/1/2016	ESE-EMS Reports, data available on the Power BI Platform.	12/23/2016 one-time
G5.B1.S2.A1 🔍 A320626	Review documentation related to specific areas of ESE (characteristics of students, models of...	Cunningham, Tanisha	9/1/2016	Professional Development Agenda and Roster	12/23/2016 one-time
G5.B1.S2.A2 🔍 A320627	Review teaching strategies to meet the needs of Students with Disabilities who experience...	Cunningham, Tanisha	9/1/2016	Professional Development Agenda and Roster	12/23/2016 one-time
G1.MA1 🔍 M333849	Disaggregate data from Standardized Assessments and Florida Standards Assessment.	Cunningham, Tanisha	9/1/2016	Reports from G2D (ThinkGate), Reports from i-Ready, Reports from Power BI.	6/9/2017 monthly
G2.MA1 🔍 M333852	Monitor and review student and teacher related data, as it becomes available.	Cunningham, Tanisha	9/1/2016	Individual student data, class data, grade-level data, school-wide data.	6/9/2017 monthly
G3.MA1 🔍 M333855	Monitor Student Achievement Data in Science.	Cunningham, Tanisha	9/1/2016	School and District-Based Assessment Data, as documented on the Power BI platform, State Standardized Assessment Data in Science.	6/9/2017 monthly
G4.MA1 🔍 M333858	Student Attendance Reports, Student Performance Data	Cunningham, Tanisha	9/1/2016	Daily Attendance Bulletins, Teacher Communication Logs, School Counselor Communication Logs, Community Involvement Specialist Communication Logs, Student Achievement Data.	6/9/2017 quarterly
G5.MA1 🔍 M333863	Monitor School-Wide and District-Wide Assessment Data, as it pertains to ESE Student Performance.	Cunningham, Tanisha	9/1/2016	School-Wide Assessment Data, District-Wide Assessment Data, State Standardized Assessment Data	6/9/2017 quarterly
G1.B1.S1.MA1 🔍 M333847	Leadership Team will monitor and review student and teacher related data, as it becomes available.	Cunningham, Tanisha	9/1/2016	Individual student data, class data, grade-level data, school-wide data.	6/9/2017 monthly
G1.B1.S1.MA1 🔍 M333848	Closely monitor student performance data, as it becomes available.	Cunningham, Tanisha	9/1/2016	School-Based and District-Based Data (e.g., i-Ready, CELLA, STAR, G2D Assessments)	6/9/2017 biweekly
G1.B1.S1.A1 🔍 A320609	Planning with the instructional coach using effective and targeted instruction focusing on daily...	Barrett, Katya	9/1/2016	Sign-In Sheet, Agenda, Differentiated Instruction Outline/Focus Planning Tool	6/9/2017 quarterly
G1.B1.S1.A2 🔍 A320610	Planning with teachers during common planning on corrective feedback in student journals.	Barrett, Katya	9/1/2016	Common Planning Sign-in Sheets, Questions in lesson plans, student artifacts (journals as evidence of use of questions, work folders, assessments).	6/9/2017 quarterly
G1.B1.S1.A3 🔍 A320611	Utilize sample journals with corrective feedback and use as a guide for reflection and for...	Barrett, Katya	9/1/2016	Common Planning Sign-in Sheets, Questions in lesson plans, student artifacts (journals as evidence of use of questions, work folders, assessments).	6/9/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A4 A320612	Conduct classroom walk-throughs to monitor the effective use of corrective feedback and...	Barrett, Katya	9/1/2016	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	6/9/2017 weekly
G2.B1.S1.MA1 M333850	Closely monitor classroom performance data, as it becomes available.	Cunningham, Tanisha	9/1/2016	School-Based Assessment Data, District-Based Assessment Data	6/9/2017 biweekly
G2.B1.S1.MA1 M333851	Closely monitor student performance data, as it becomes available.	Cunningham, Tanisha	9/1/2016	School-Based and District-Based Assessment Data, as available through Power BI platform.	6/9/2017 biweekly
G2.B1.S1.A3 A320615	Monitor instructional practices via classroom walk-throughs.	Harrell, Jr., Louis	9/1/2016	Leadership team meetings, classroom walk-throughs, coaching logs.	6/9/2017 weekly
G2.B1.S1.A4 A320616	Provide inservice for classroom teachers on technology resources, during grade level common...	Harrell, Jr., Louis	9/1/2016	Common Planning Sign-in sheets.	6/9/2017 weekly
G3.B1.S1.MA1 M333853	Increase student opportunities for exposure to STEM-based learning through Museums Magnet Program...	Cunningham, Tanisha	9/1/2016	Lesson plans, field trips, STEM-based projects, student achievement data.	6/9/2017 semiannually
G3.B1.S1.MA1 M333854	Monitor participation in STEM-related activities such as: Science Fair, Fairchild Challenge and...	Cunningham, Tanisha	9/1/2016	Classroom Walk-Throughs, Classroom Observations, Student Work Samples.	6/9/2017 quarterly
G3.B1.S1.A2 A320618	Monitor use of Science OneDrive resources in classrooms via walk-throughs.	Cunningham, Tanisha	9/1/2016	Classroom Walk-Throughs, Classroom Observations, Lesson Plans, Student Artifacts (journals, work folders, assessments).	6/9/2017 weekly
G3.B1.S1.A3 A320619	Utilize samples student science journals to share best practices and align the student work to the...	Cunningham, Tanisha	9/1/2016	Common Planning Sign-In Sheets/ Agendas, Lesson Plans, Classroom Walk-Throughs, Classroom Observations, Student Artifacts (journals, work folders, assessments).	6/9/2017 every-6-weeks
G4.B1.S1.MA1 M333856	Students presenting with at-risk behaviors will be monitored through consistent communication with...	Cunningham, Tanisha	9/1/2016	Resources available on the i-Attend platform, Attendance Reports available from the Assistant Principal's/ Principal's Portal.	6/9/2017 quarterly
G4.B1.S1.MA1 M333857	Identify students that present at-risk behaviors and target them for in-school support as well as...	Jasmin, Rose	9/1/2016	Communication Logs from School Counselor and Community Involvement Specialist.	6/9/2017 biweekly
G4.B1.S1.A1 A320620	Review daily attendance bulletin, to track attendance rates of students.	Jasmin, Rose	9/1/2016	Daily Attendance Reports	6/9/2017 daily
G4.B1.S1.A2 A320621	Document students at the 3, 5 and 7 absence mark.	Jasmin, Rose	9/1/2016	Communication Logs (Teacher, Counselor, Community Involvement Specialist)	6/9/2017 daily
G4.B1.S1.A3 A320622	Parent Conferences with School Attendance Committee.	Jasmin, Rose	9/1/2016	Daily Attendance Reports, COGNOS Reports, Communication Logs, Home Visitation Logs	6/9/2017 biweekly
G4.B1.S1.A4 A320623	Implement school-wide Attendance Incentive Program.	Jasmin, Rose	9/1/2016	Daily Attendance Reports, Utilization of positive behavior reward system (e.g., Bryan Bucks, Magnificent Minion Award).	6/9/2017 weekly
G5.B1.S1.MA1 M333859	Monitor Reports available on SPED-EMS, to ensure ESE Compliance.	Cunningham, Tanisha	9/1/2016	ESE-EMS Compliance Reports.	6/9/2017 quarterly
G5.B1.S1.MA1 M333860	Monitor instruction to ensure alignment with best practices in ESE.	Cunningham, Tanisha	9/1/2016	Classroom Walk-Throughs, Student Artifacts of ESE students, Progress Reports and Report Cards of ESE Students.	6/9/2017 monthly
G5.B1.S1.A1 A320624	Review IEPs for all Students with Disabilities in order to match the schedule to the service...	Cunningham, Tanisha	9/1/2016	Schedules are changed or Interim IEP meetings are conducted, as recommended.	6/9/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A2 A320625	School will conduct Interim IEP meetings (as needed) and/or revise schedules (ESE Teacher, Student)...	Cunningham, Tanisha	9/1/2016	Schedules are changed or Interim IEP meetings are conducted, as recommended.	6/9/2017 quarterly
G5.B1.S2.MA1 M333861	Review student performance data of Students with Disabilities (SWD).	Cunningham, Tanisha	9/1/2016	District-Wide ESE Reports, available in the Administrator's portal.	6/9/2017 biweekly

V. 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 corrective feedback in student reading journals.

G1.B1.S1 INSTRUCTIONAL PLANNING - Plan instruction effectively for content mastery; & ASSESSMENT- use formative assessment to adjust instruction for re-teaching, remediation, and enrichment.

PD Opportunity 1

Planning with the instructional coach using effective and targeted instruction focusing on daily learning target questions and suggested responses.

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Quarterly, from 9/1/2016 to 6/9/2017

PD Opportunity 2

Planning with teachers during common planning on corrective feedback in student journals.

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Quarterly, from 9/1/2016 to 6/9/2017

PD Opportunity 3

Utilize sample journals with corrective feedback and use as a guide for reflection and for re-teaching, remediation, and enrichment

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Weekly, from 9/1/2016 to 6/9/2017

PD Opportunity 4

Conduct classroom walk-throughs to monitor the effective use of corrective feedback and opportunities for correction.

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Weekly, from 9/1/2016 to 6/9/2017

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

G2.B1 Limited evidence of teachers using technology resources to enhance learning.

G2.B1.S1 INSTRUCTIONAL DELIVERY - use technology to differentiate instruction and enhance learning; & ENGAGEMENT - Engage students in diverse activity structures.

PD Opportunity 1

Provide instructional staff with access to the Mathematics Infographics site.

Facilitator

Mathematics Coach, Mathematics Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

On 12/23/2016

PD Opportunity 2

Provide instructional staff with access to i-Ready Toolbox.

Facilitator

Mathematics Coach, Mathematics Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

On 12/23/2016

PD Opportunity 3

Monitor instructional practices via classroom walk-throughs.

Facilitator

Mathematics Coach, Mathematics Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 9/1/2016 to 6/9/2017

PD Opportunity 4

Provide inservice for classroom teachers on technology resources, during grade level common planning.

Facilitator

Mathematics Coach, Mathematics Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 9/1/2016 to 6/9/2017

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

G3.B1 Limited evidence of teacher utilization of One Drive resources, as documented in student folders and journals.

G3.B1.S1 INSTRUCTIONAL PLANNING - Develop plans that are clear, logical, sequential, and aligned to standards-based learning. Gather, evaluate and/or create appropriate instructional materials.

PD Opportunity 1

During common planning, teachers will be provided with a tutorial on how to access the One Drive resources that can be incorporated within the science instruction.

Facilitator

Science Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

On 12/23/2016

PD Opportunity 2

Monitor use of Science OneDrive resources in classrooms via walk-throughs.

Facilitator

Science Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 9/1/2016 to 6/9/2017

PD Opportunity 3

Utilize samples student science journals to share best practices and align the student work to the taught standards.

Facilitator

Science Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

Every 6 Weeks, from 9/1/2016 to 6/9/2017

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 KNOWLEDGE OF LEARNERS, INSTRUCTIONAL PLANNING - 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

Quarterly, from 9/1/2016 to 6/9/2017

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

Quarterly, from 9/1/2016 to 6/9/2017

VI. Technical Assistance Items

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

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 LEARNING ENVIRONMENT - Promote accountability for learning and hold high academic expectations for all learners.

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.

TA 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 9/1/2016 to 6/9/2017

TA 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 9/1/2016 to 6/9/2017

TA Opportunity 3

Parent Conferences with School Attendance Committee.

Facilitator

School Counselor, Community Involvement Specialist, Assistant Principal

Participants

Faculty, Staff, Students, Parents

Schedule

Biweekly, from 9/1/2016 to 6/9/2017

TA Opportunity 4

Implement school-wide Attendance Incentive Program.

Facilitator

School Counselor, Community Involvement Specialist, Assistant Principal

Participants

Faculty, Staff, Students

Schedule

Weekly, from 9/1/2016 to 6/9/2017

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 KNOWLEDGE OF LEARNERS, INSTRUCTIONAL PLANNING - Ensure accommodations and supplementary aids/services are implemented with fidelity to support differentiated instruction.

TA Opportunity 1

Review documentation related to specific areas of ESE (characteristics of students, models of support, overview of sections of the IEP), with affected teachers.

Facilitator

ESE Curriculum Support Specialists

Participants

ESE Team/Classroom Teachers

Schedule

On 12/23/2016

TA Opportunity 2

Review teaching strategies to meet the needs of Students with Disabilities who experience difficulty with auditory or visual processing, with affected teachers.

Facilitator

ESE Curriculum Support Specialists

Participants

ESE Team/Classroom Teachers

Schedule

On 12/23/2016

VII. Budget						
1	G1.B1.S1.A1	**Planning with the instructional coach using effective and targeted instruction focusing on daily learning target questions and suggested responses.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - W. J. Bryan Elementary	Title I, Part A		$5,000.00

2	G1.B1.S1.A2	Planning with teachers during common planning on corrective feedback in student journals.	$0.00
3	G1.B1.S1.A3	Utilize sample journals with corrective feedback and use as a guide for reflection and for re-teaching, remediation, and enrichment	$0.00
4	G1.B1.S1.A4	Conduct classroom walk-throughs to monitor the effective use of corrective feedback and opportunities for correction.	$0.00
5	G2.B1.S1.A1	Provide instructional staff with access to the Mathematics Infographics site.	$0.00
6	G2.B1.S1.A2	Provide instructional staff with access to i-Ready Toolbox.	$0.00
7	G2.B1.S1.A3	Monitor instructional practices via classroom walk-throughs.	$0.00
8	G2.B1.S1.A4	Provide inservice for classroom teachers on technology resources, during grade level common planning.	$0.00
9	G3.B1.S1.A1	During common planning, teachers will be provided with a tutorial on how to access the One Drive resources that can be incorporated within the science instruction.	$5,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - W. J. Bryan Elementary	Title I, Part A		$5,000.00

10	G3.B1.S1.A2	Monitor use of Science OneDrive resources in classrooms via walk-throughs.	$0.00
11	G3.B1.S1.A3	Utilize samples student science journals to share best practices and align the student work to the taught standards.	$0.00
12	G4.B1.S1.A1	Review daily attendance bulletin, to track attendance rates of students.	$0.00
13	G4.B1.S1.A2	Document students at the 3, 5 and 7 absence mark.	$0.00
14	G4.B1.S1.A3	Parent Conferences with School Attendance Committee.	$0.00
15	G4.B1.S1.A4	Implement school-wide Attendance Incentive Program.	$0.00
16	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
17	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
18	G5.B1.S2.A1	Review documentation related to specific areas of ESE (characteristics of students, models of support, overview of sections of the IEP), with affected teachers.	$0.00
19	G5.B1.S2.A2	Review teaching strategies to meet the needs of Students with Disabilities who experience difficulty with auditory or visual processing, with affected teachers.	$0.00
		Total:	$10,000.00