Bryan Elementary School

2020-21 Schoolwide Improvement Plan

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Bryan Elementary School

2006 W OAK AVE, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Tamethea Simmons

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (43%) 2017-18: D (39%) 2016-17: D (37%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	<u>Lucinda Thompson</u>
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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2006 W OAK AVE, Plant City, FL 33563

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	D

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Setting high expectations and raising the
standards for all students, staff and parents.

Provide the school's vision statement.

We support the District's Vision of Preparing Students for Life, and are working to ensure that our
students leave our school equipped with the tools they need to graduate on time. Our District's
graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our
school:

Preparing today's learners for tomorrow's challenges.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Simmons, Tamethea	Principal	Develops and monitors all SIP areas to improve student achievement outcomes. Consults with various stakeholders to share progress towards SIP goals and modify the plan as needed throughout the school year.

Demographic Information

Principal start date
Sunday 7/1/2018, Tamethea Simmons

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly
Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student
assessments.*
1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of
Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student
assessments.*
6

Total number of teacher positions allocated to the school
37

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (43%) 2017-18: D (39%) 2016-17: D (37%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	94	111	101	101	111	108	0	0	0	0	0	0	0	626
Attendance below 90 percent	27	18	22	18	25	16	0	0	0	0	0	0	0	126
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	23	13	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	18	18	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported

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	
Number of students enrolled	111	109	101	123	120	124	0	0	0	0	0	0	0	688
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	11	12	24	17	5	0	0	0	0	0	0	0	73
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	
Number of students enrolled	111	109	101	123	120	124	0	0	0	0	0	0	0	688
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	11	12	24	17	5	0	0	0	0	0	0	0	73
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	52%	57%	31%	52%	55%
ELA Learning Gains	46%	55%	58%	43%	55%	57%
ELA Lowest 25th Percentile	47%	50%	53%	41%	51%	52%
Math Achievement	47%	54%	63%	37%	53%	61%
Math Learning Gains	57%	57%	62%	41%	54%	61%
Math Lowest 25th Percentile	38%	46%	51%	37%	46%	51%
Science Achievement	29%	50%	53%	26%	48%	51%

Indicator	Grade Level (prior year reported)						Total
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	52%	-14%	58%	-20%
	2018	35%	53%	-18%	57%	-22%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	36%	55%	-19%	58%	-22%
	2018	33%	55%	-22%	56%	-23%
Same Grade Comparison		3%				
Cohort Comparison		1%				
05	2019	31%	54%	-23%	56%	-25%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	54%	-6%	62%	-14%
	2018	40%	55%	-15%	62%	-22%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	41%	57%	-16%	64%	-23%
	2018	33%	57%	-24%	62%	-29%
Same Grade Comparison		8%				
Cohort Comparison		1%				
05	2019	46%	54%	-8%	60%	-14%
	2018	31%	54%	-23%	61%	-30%
Same Grade Comparison		15%				
Cohort Comparison		13%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	51%	-22%	53%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	33%	52%	-19%	55%	-22%
Same Grade Comparison	-4%					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	49	48	31	64	41	7				
ELL	27	44	48	42	55	38	16				
BLK	33	30		64							
HSP	35	46	49	46	56	33	27				
WHT	42	50		48	62						
FRL	35	45	46	45	57	39	28				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	33	48	18	27	40	14				
ELL	22	40	49	32	32	38	23				
BLK	14	20		7	20						
HSP	34	45	49	37	38	40	32				
WHT	42	62		38	44		54				
FRL	33	45	47	35	37	37	33				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	31	30	17	36	40	10				
ELL	20	33	36	32	38	36	7				
BLK	21			14							
HSP	28	38	35	38	41	35	25				
WHT	58	80		37	37						
FRL	29	41	42	36	42	38	24				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest data component from the 2018-2019 school year are students with disabilities with 38% proficiency and our English Language Learners with 40% proficiency. Our reading proficiency for our students is 36%. Our students are scoring below 40% proficiency in reading in the past two years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our FSA Science proficiency scores were 33% in 2018. It declined 4% to 29% proficiency in 2019. Our lack of proficiency in ELA contributes to this decline, as well as the Science FSA is the last FSA test given during the school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with biggest gap from the 2018-2019 school year is science achievement which is a 24% below state average, 29% proficiency versus 53% at the state level.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component show the most improvement from the 2018-2019 school year is math math learning gains, which has improved 19% from the previous year. Math collaborative planning sessions with coaches and a high focus on students' needs, based on progress monitoring of students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD Students
2. ELL Students
3. Black Students
4. Free/Reduce Lunch Students
5. Science Achievement and ELA Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Research shows that there is a strong correlation between attendance rates and student achievement. Poor attendance has a negative impact on teacher-student relationships. According to Fisher, Frey, and Hattie, the effect size of the teacher-student relationship on student achievement is 0.72. Therefore, increasing attendance rates will strengthen teacher- student relationships and academic achievement. At Bryan, 72 students have been identified as having 10 or more absences, 152 students that have been absent between 5 and 9 times.
Measurable Outcome:	During the 2020-2021 school year, student attendance rates will increase to 97%.
Person responsible for monitoring outcome:	Tamethea Simmons (tamethea.simmons@hcps.net)
Evidence-based Strategy:	School wide MTSS procedures and incentives will be implemented in order to improve student attendance rates.
Rationale for Evidence-based Strategy:	Positive Behavior Interventions and Supports (PBIS) is an evidence based framework to improve practices that affects student outcomes daily. Bryan has started the implementation of PBIS to improve behavior. Using PBIS to address student attendance will streamline student supports and will be used to help prevent student absences. Multi Tiered Systems of Success (MTSS) is a framework that that provides specific supports based on student needs. Using MTSS will enable Bryan to target students needing tier 2 and tier 3 attendance interventions.

Action Steps to Implement

PBIS expectations and the MTSS process for attendance will be established and communicated to stakeholders.

Person Responsible	Tamethea Simmons (tamethea.simmons@hcps.net)

School wide, grade level, and classroom incentives will be given in an effort to increase student attendance.

Person Responsible	[no one identified]

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Historically, Bryan's ESE and ELL students have had difficulty maintaing proficiency in all content areas and have struggled to make learning gains. Research shows that increasing teacher knowledge of content will have a positive impact on student achievement. Refining teacher knowledge of standards, curriculum, resources, and strategies used to instruct ESE and ELL students will help to improve achievement.
Measurable Outcome:	During the 2020-2021 school year, the 50% of ELL and ESE students will be proficient in grade level standards.
Person responsible for monitoring outcome:	Tamethea Simmons (tamethea.simmons@hcps.net)
Evidence-based Strategy:	Bryan will fully implement module and skills/additional language learning lessons during the English Language Arts (ELA) block. During the ELA block, teachers will use benchmark assessments to identify student deficits. Teachers will use data to implement specific, targeted reading strategies to address the needs of English Language Learners and students with individual education plans. In addition, Bryan will utilize 20 minutes of the one hour extended reading time to implement a school wide vocabulary intervention. The remaining 40 minutes will be used to implement MTSS.
Rationale for Evidence-based Strategy:	EL education is a comprehensive reading resource that ensures equity for all students and is aligned with Florida language arts standards. Implementing the EL module and skills/additional language learning lessons will enable teachers to create powerful learning experiences that challenge, engage, and empower students equitably and hit grade level standards rigorously. Targeted, intentional instruction, focused on filling reading gaps and expanding student knowledge will increase student achievement.

Action Steps to Implement

Teachers will engage in collaborative planning each week with content coaches.

Person Responsible	Tamethea Simmons (tamethea.simmons@hcps.net)

Classroom walkthroughs will be done periodically to gather data on instructional practices.

Person Responsible	Tamethea Simmons (tamethea.simmons@hcps.net)

Professional development on instructional best practices and growth mindset will be provided.

Person Responsible	Tamethea Simmons (tamethea.simmons@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Building a positive school culture and environment is a high priority at Bryan Elementary School. Imploring the buy-in of stakeholders is necessary in the overall functioning of the school. Bryan Elementary School believes that effective communication is essential in building and maintaining positive relationships with stakeholders. Bryan Elementary works to effectively communicate with stakeholders by translating meetings, calls, and documents. In addition, Bryan actively seeks stakeholders to participate in the School Advisory Committee, Foundations Team, fundraising, and the Parent Teacher Association.
Diversity is valued at Bryan Elementary. The school takes pride in recognizing, highlighting, and celebrating the diverse backgrounds of students and families. Bryan diligently works with stakeholders to plan various cultural celebrations throughout the school year.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0521 - Bryan Elementary School	Title, I Part A		$0.00
			Notes: Attendance and Academic Incentives: Incentives for improving school attendance and academics. Tardy Tator is an incentive attendance program to help promote students attendance. Mr. Potato heads will be purchased for each teacher. A piece will be added if the class is on time and present daily. Classroom Teachers and Students will decided the rewards. Weekly			
			0521 - Bryan Elementary School	Title, I Part A		$0.00
			Notes: Attendance and Academic Incentives: Incentives for improving school attendance and academics. Tardy Tator is an incentive attendance program to help promote students attendance. Mr. Potato heads will be purchased for each teacher. A piece will be added if the class is on time and present daily. Classroom Teachers and Students will decided the rewards. Weekly Card Stock			
			0521 - Bryan Elementary School	Title, I Part A		$0.00
			Notes: Attendance and Academic Incentives: Incentives for improving school attendance and academics. Tardy Tator is an incentive attendance program to help promote students			

					attendance. Mr. Potato heads will be purchased for each teacher. A piece will be added if the class is on time and present daily. Classroom Teachers and Students will decided the rewards. Weekly Kickboard Program	
			0521 - Bryan Elementary School	Title, I Part A		$0.00
			Notes: Home Communication: A system for communicating with families about student progress. daily Student Planners			
			0521 - Bryan Elementary School	Title, I Part A		$0.00
			Notes: Home Communication: A system for communicating with families about student progress. daily 1 inch, 3 ring binders			
			0521 - Bryan Elementary School	Title, I Part A		$0.00
			Notes: Home Communication: A system for communicating with families about student progress. daily tab dividers			
			0521 - Bryan Elementary School	Title, I Part A		$0.00
			Notes: Home Communication: A system for communicating with families about student progress. daily sheet protectors			
			0521 - Bryan Elementary School			$0.00
			Notes: Parent & Family Engagement As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Please refer to the Parent & Family Engagement Plan for specific details. PFE allocation : $6,251.00 Ongoing throughout the year Materials			
			0521 - Bryan Elementary School			$0.00
			Notes: Parent & Family Engagement As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Please refer to the Parent & Family Engagement Plan for specific details. PFE allocation : $6,251.00 Ongoing throughout the year Supplies			
			0521 - Bryan Elementary School			$0.00
			Notes: Parent & Family Engagement As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Please refer to the Parent & Family Engagement Plan for specific details. PFE allocation : $6,251.00 Ongoing throughout the year Staff & Parent Trainings/Conferences			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0521 - Bryan Elementary School	Title, I Part A		$0.00
			Notes: Planning Sessions: Weekly collaborative planning with grade level teams, ESE teachers, and coaches. Once a week for 40 weeks. Each session is 30 minutes every Monday and on Tuesdays if no school on Mondays T payroll for 50 teachers			
			0521 - Bryan Elementary School	Title, I Part A		$0.00

			Notes: Planning Sessions: Weekly collaborative planning with grade level teams, ESE teachers, and coaches. Once a week for 40 weeks. Each session is 30 minutes every Monday and on Tuesdays if no school on Mondays 11 boxes copy paper		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: Planning Sessions: Weekly collaborative planning with grade level teams, ESE teachers, and coaches. Once a week for 40 weeks. Each session is 30 minutes every Monday and on Tuesdays if no school on Mondays 12 tablets of chart paper		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: Planning Sessions: Weekly collaborative planning with grade level teams, ESE teachers, and coaches. Once a week for 40 weeks. Each session is 30 minutes every Monday and on Tuesdays if no school on Mondays chart paper markers		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: Curriculum Unpack: Quarterly collaborative sessions with coaches, teachers, and resource teachers to backwards plan instruction for the 9 weeks. Substitutes needed		
			0521 - Bryan Elementary School	TSSSA	$0.00
			Notes: Curriculum Unpack: Quarterly collaborative sessions with coaches, teachers, and resource teachers to backwards plan instruction for the 9 weeks. Academic Coaches and Resource Teachers		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: Data Chats: Monthly data discussions and a summative data discussion around formative and summative assessments with coaches and resource teachers. 1 time per month for 45 minutes each grade level. 6 subs one day per month. Substitutes are needed		
			0521 - Bryan Elementary School	TSSSA	$0.00
			Notes: Data Chats: Monthly data discussions and a summative data discussion around formative and summative assessments with coaches and resource teachers. 1 time per month for 45 minutes each grade level. 6 subs one day per month. Academic Coaches and Resource Teachers		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: 4th Grade Summer Camp Summer camps implemented to remediate 4th grade, Level 1 and 2 students. 4 days a week for 5 weeks Notebook Paper		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: 4th Grade Summer Camp Summer camps implemented to remediate 4th grade, Level 1 and 2 students. 4 days a week for 5 weeks Index Cards		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: 4th Grade Summer Camp Summer camps implemented to remediate 4th grade, Level 1 and 2 students. 4 days a week for 5 weeks Pencils		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: 4th Grade Summer Camp Summer camps implemented to remediate 4th grade, Level 1 and 2 students. 4 days a week for 5 weeks Dry Erase Markers		
			0521 - Bryan Elementary School	TSSSA	$0.00

			Notes: 4th Grade Summer Camp Summer camps implemented to remediate 4th grade, Level 1 and 2 students. 4 days a week for 5 weeks 4 Teacher		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: Saturday Academy Tier 2 and 3 Students will be invited for additional assistance in working toward mastery of on grade level standards. 3 academies - fall, winter, spring 5 week sessions each time with 5 hours each week. chart paper		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: Saturday Academy Tier 2 and 3 Students will be invited for additional assistance in working toward mastery of on grade level standards. 3 academies - fall, winter, spring 5 week sessions each time with 5 hours each week. Copy paper		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: Saturday Academy Tier 2 and 3 Students will be invited for additional assistance in working toward mastery of on grade level standards. 3 academies - fall, winter, spring 5 week sessions each time with 5 hours each week. post it notes		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: Saturday Academy Tier 2 and 3 Students will be invited for additional assistance in working toward mastery of on grade level standards. 3 academies - fall, winter, spring 5 week sessions each time with 5 hours each week. highlighters		
			0521 - Bryan Elementary School	TSSSA	$0.00
			Notes: Saturday Academy Tier 2 and 3 Students will be invited for additional assistance in working toward mastery of on grade level standards. 3 academies - fall, winter, spring 5 week sessions each time with 5 hours each week. T Payroll, 11 teachers, 1 administrator		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: Professional Development: Book studies and training to strengthen teacher knowledge and expertise of teaching students at a bottom 300 school. Ongoing throughout the year Books		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: MTSS/Tutoring: Academic supports for students demonstrating a deficit in reading. Ongoing throughout the year Fast Forward		
			0521 - Bryan Elementary School	Title, I Part A	$0.00
			Notes: MTSS/Tutoring: Academic supports for students demonstrating a deficit in reading. Ongoing throughout the year Daytime Tutors		
				Total:	**$0.00**