

Miami-Dade County Public Schools

W. J. Bryan Elementary



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Positive Culture & Environment	26
Budget to Support Goals	26

W. J. Bryan Elementary

1201 NE 125TH ST, North Miami, FL 33161

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

Demographics

Principal: Tanisha Cunningham

Start Date for this Principal: 6/22/2005

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (44%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	26

W. J. Bryan Elementary

1201 NE 125TH ST, North Miami, FL 33161

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">88%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">97%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		B	B	C

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In concert, the administration, faculty and staff will work together to create a safe and harmonious environment where every child will have the same opportunity to learn and reach their full potential. Our students will be proficient readers by the conclusion of third grade and be capable of completing all numerical computations necessary to apply critical thinking skills in mathematics. Through involvement in hands-on, experimental studies and research, students will become qualified young scientists who are able to conduct experiments utilizing the scientific method.

Provide the school's vision statement.

W. J. Bryan Elementary School's vision is to develop a technology rich, literary environment which focuses on harmony and cultural differences. We strive to educate the entire child, by cultivating a love of learning, a joy in reading for pleasure, and the ability to solve problems and think critically.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Cunningham, Tanisha	Principal	Instructional leader at the school site responsible for instructional monitoring, personnel, plant operations and student achievement.
Ferrera, Kristina	Assistant Principal	Monitor instruction. Assist Principal as needed.
Barrett, Katya	Instructional Coach	Provide Reading assistance and modelling to instructional staff.
Harrell, Jr.	Instructional Coach	Provide Math assistance and modelling to all instructional staff.
Robert, Ruth	Curriculum Resource Teacher	Provide assistance to all ELL learners at the school site. Monitor ELL program and maintain LEP files.

Demographic Information

Principal start date

Wednesday 6/22/2005, Tanisha Cunningham

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.*

32

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.*

10

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

623

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	104	104	106	91	101	117	0	0	0	0	0	0	0	623
Attendance below 90 percent	11	20	18	23	19	24	0	0	0	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	16	15	20	31	0	0	0	0	0	0	0	88
Course failure in Math	0	4	6	16	18	32	0	0	0	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	5	21	60	64	31	50	0	0	0	0	0	0	0	231

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	5	6	15	17	23	35	0	0	0	0	0	0	0	101

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	7	7	15	20	6	1	0	0	0	0	0	0	0	56
Students retained two or more times	0	0	0	2	4	2	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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	110	98	104	109	131	108	0	0	0	0	0	0	0	660
Attendance below 90 percent	23	13	23	22	28	9	0	0	0	0	0	0	0	118
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	14	29	33	5	0	0	0	0	0	0	0	92
Course failure in Math	0	6	8	27	34	22	0	0	0	0	0	0	0	97
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	19	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	19	0	0	0	0	0	0	0	27

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	5	8	15	32	40	20	0	0	0	0	0	0	0	120

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	7	7	15	21	6	0	0	0	0	0	0	0	0	56
Students retained two or more times	0	0	2	4	3	0	0	0	0	0	0	0	0	9

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	62%	57%	40%	62%	56%
ELA Learning Gains				59%	62%	58%	46%	62%	55%
ELA Lowest 25th Percentile				63%	58%	53%	42%	59%	48%
Math Achievement				52%	69%	63%	49%	69%	62%
Math Learning Gains				49%	66%	62%	48%	64%	59%
Math Lowest 25th Percentile				56%	55%	51%	42%	55%	47%
Science Achievement				54%	55%	53%	39%	58%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	46%	60%	-14%	58%	-12%
Cohort Comparison						
04	2021					
	2019	51%	64%	-13%	58%	-7%
Cohort Comparison		-46%				
05	2021					
	2019	39%	60%	-21%	56%	-17%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	67%	-14%	62%	-9%
Cohort Comparison						
04	2021					
	2019	44%	69%	-25%	64%	-20%
Cohort Comparison		-53%				
05	2021					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring will occur in the Fall, Winter and Spring utilizing scores obtained from the I-Ready computerized assessments. Additional information pertaining to math and reading will be obtained from bi-weekly and topic assessment data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.8%	35.3%	45.9%
	Economically Disadvantaged	31.6%	36.7%	45.6%
	Students With Disabilities	40%	20%	20%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.2%	29.1%	44%
	Economically Disadvantaged	28.8%	30%	42.3%
	Students With Disabilities	40%	20%	40%
	English Language Learners	33.3%	16.7%	16.7%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.1%	35.9%	43.3%
	Economically Disadvantaged	28.2%	33.3%	41.5%
	Students With Disabilities	12.5%	37.5%	37.5%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.7%	29.3%	45.1%
	Economically Disadvantaged	18.2%	27.4%	41%
	Students With Disabilities	14.3%	12.5%	50%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.2%	51%	56.8%
	Economically Disadvantaged	44.8%	52.2%	59.8%
	Students With Disabilities			
	English Language Learners		40%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.5%	28.9%	39.2%
	Economically Disadvantaged	19.1%	30.3%	41.6%
	Students With Disabilities			
	English Language Learners	40%		60%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	37%	32.7%
	Economically Disadvantaged	29.6%	36.8%	31.9%
	Students With Disabilities			
	English Language Learners	20%	20%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.8%	30.3%	35.3%
	Economically Disadvantaged	21.1%	28.7%	35.1%
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.3%	45.5%	46.9%
	Economically Disadvantaged	32.2%	44.8%	46.5%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.1%	39.8%	45.8%
	Economically Disadvantaged	37.6%	39.5%	44%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		18%	
	Economically Disadvantaged		15%	
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	8										
ELL	40	62	38	32	33	23	34				
BLK	39	54	50	26	20	17	26				
HSP	46	50		35	35		47				
WHT	64			42							
FRL	41	55	41	28	22	17	28				
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	8	39	54	20	44	45	36				
ELL	42	62	71	56	52	60	62				
BLK	45	58	59	50	47	57	49				
HSP	54	67		56	51		71				
FRL	49	58	60	51	48	57	54				
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	4	32	40	14	32	29					
ELL	31	51	47	41	51	52	25				
BLK	40	45	39	49	49	45	41				
HSP	41	50	46	45	44	42	39				
FRL	40	46	41	48	48	40	39				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	13
Total Points Earned for the Federal Index	261
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	4
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In reviewing the 2020-21 FSA ELA Assessment Data, we noted a significant decline in the area of ELA proficiency from 48% proficiency on the 2019-2020 FSA Assessment to 41% proficiency on the 2020-21 FSA Assessment, a decline of 7%.

In reviewing the 2020-21 FSA ELA Assessment Data, we noted a significant decline in the area of ELA learning gains of lowest 25% from 63% on the 2019-2020 FSA Assessment to 44% proficiency on the 2020-21 FSA Assessment, a decline of 19%.

In reviewing the 2020-21 FSA Math Assessment Data, we noted a significant decline in the area of Math proficiency from 52% proficiency on the 2019-2020 FSA Assessment to 29% proficiency on the 2020-21 FSA Assessment, a decline of 23%.

In reviewing the 2020-21 FSA Math Assessment Data, we noted a significant decline in the area of Math learning gains from 49% on the 2019-2020 FSA Assessment to 26% on the 2020-21 FSA Assessment, a decline of 23%.

In reviewing the 2020-21 FSA Math Assessment Data, we noted a significant decline in the area of Math learning gains of lowest 25% from 56% on the 2019-2020 FSA Assessment to 20% on the 2020-21 FSA Assessment, a decline of 36%.

In reviewing the 2020-21 I-Ready data, we noticed a significant decline in ELA scores from AP2 to AP3 in grades 1 (AP1 62.8% to 45.4% in AP2) and 4 (AP1 36.7% to 26.7% in AP2) and a slight decline in grade 2 (AP1 42.2% to 41.1% in AP2).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based upon the 2021 FSA available data in comparison with the 2019 FSA available data, areas for improvement are as follows:

Math overall scores indicate that 29% of students scored at Levels 3-5 during the 2021 FSA Assessment, as opposed to 52% during the 2019 assessment, a decline of 23%.

Math Learning Gains scores for 2021 indicate that 26% of students made a year's worth of growth, as opposed to 49% during the 2019 assessment, a decline of 23%.

Math Learning Gains of Lowest 25% in 2021 indicate that 20% of students scoring in the lowest 25% made a year's worth of growth, as opposed to 56% during the 2019 assessment, a decline of 36%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Although there was an increase of 8% from the 2018-19 FSA ELA overall scores from 40% to 48%, we are still below the State required percentage of 50%. Based on data reviewed on the ELA I-Ready Overall assessment, students need more exposure to high frequency words and vocabulary. We have targeted students to receive remediation in phonemic awareness and phonics, thus the emphasis this school year is to expand our strategies in vocabulary and high frequency words. Additionally, comprehension of informational text will be addressed via use of higher order questioning in the classrooms.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based upon the 2019 FSA available data, the areas of increased improvement are as follows: ELA overall scores indicate that 63% of students scoring in the lowest 25% made learning gains, as opposed to 53% at the State level, a difference of 10% above the State. Math overall scores indicate that 56% of students scoring in the lowest 25% made learning gains, as opposed to 42% at the State level, a difference of 14% above the State.

What were the contributing factors to this improvement? What new actions did your school take in this area?

As a direct result of our emphasis on differentiated instruction and the accurate identification of the lowest 25% and the consistent utilization of Tier 3 interventions, 2019 FSA Assessment data indicated that learning gains of the lowest 25% at W.J. Bryan Elementary superseded State averages. The implemented strategies facilitated the increase in these scores. We will continue this practice for the new school year.

What strategies will need to be implemented in order to accelerate learning?

In order to assuage the learning loss caused by the COVID-19 pandemic, we will be implementing the following strategies within the first two weeks of school:

- Academic vocabulary instruction.
- Collaborative Data Chats.
- Data driven instruction.
- Instructional support/Coaching cycles.
- Interventions/Rtl.
- Before/afterschool tutorials.
- D.I. groups beginning in week 2 of school.
- Enrichment after school clubs/activities.
- Saturday Academy starting in October 2021.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In order to provide staff with opportunities for professional development that will assist in improving instructional practices, the following is planned for this school year:

- P.D. both in-house and provided by District on new reading series during collaborative planning.
- Modelling of D.I. classes at each grade level.
- Fluid small groups that are changed based on available data.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to sustain the continuity and consistency of the established strategies, the following protocols will be put into effect:

- Collaborative planning sessions at each grade level.
- Data chats within planning sessions on a bi-weekly basis with Instructional Coaches.
- Data chat with teachers/administration each month.
- Use of student data trackers in grades 2-5 that are updated bi-weekly.
- Weekly administrator walk-throughs with feedback.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Based upon the 2021 FSA ELA Assessment results, students in grades 3-5 scored at 41% proficiency (levels 3-5), this is 9% below the State of Florida required 50%.

Area of Focus Description and Rationale: Based on 2020-2021 I-Ready AP3 assessment, 58% of grade 3 students, 44% of grade 2 students, and 46% of grade 1 students were below grade level average. Based on the data reviewed, our school will implement the Targeted Element of Differentiation. We selected this overarching area of differentiation by way of data-driven instruction based on the fact that our students in the lower quartiles are demonstrating growth, whereas our students are not meeting proficiency requirements.

Measurable Outcome: As a result of utilizing differentiation by way of data-driven instruction, we will evidence an increase of 9% on the overall ELA FSA 2022 Assessment scores for grades 3-5, which will bring us to the 50% proficiency average.

Monitoring: The Leadership Team will schedule monthly data chats with teachers in order to review available data and make instructional changes. Additionally, grade levels will plan collaboratively and share grade level data to ensure that planning is tailored to the needs of learners. Learners in grades 2-5 will maintain data trackers in their folders so that they can monitor their ongoing progress.

Person responsible for monitoring outcome: Tanisha Cunningham (pr0561@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation in ELA, our school will focus on the evidenced based strategy of Data-Driven Instruction for grades 2-5. Attention to data-driven instruction will enable teachers to analyze the strengths and weaknesses in their particular classrooms and provide differentiated instructional strategies in order to engage and challenge all level of learners.

Rationale for Evidence-based Strategy: Data-driven instruction will enable teachers to provide meaningful instruction geared to the various needs of their students. Teachers will be able to challenge their higher learners and provide meaningful D.I. to the struggling learners in grades 2-5.

Action Steps to Implement

During common planning, the Reading Instructional Coach will plan with teachers in grades 3-5 utilizing the Florida LAFS standards.
Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

Administration will conduct monthly data chats with instructional personnel to monitor student movement based upon I-Ready Assessments and available bi-weekly and topic assessment data and students in grades 2-5 will maintain data trackers.
Timeline: September 29, 2021 thru October 1, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

Administration will conduct weekly classroom walk-throughs during the scheduled small group/differentiated instructional time to monitor the use of data to tailor instruction to the needs of the learners.
Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

Instructional coaches will provide in-person modelling to classroom teachers on effective planning and implementation of differentiated instruction within the classroom.
Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Katya Barrett (kbarrett@dadeschools.net)

Ensure all students in grades 3-5 have data trackers available in their DI folders.
Timeline: November 1, 2021 thru December 21, 2021

Person Responsible Katya Barrett (kbarrett@dadeschools.net)

Target students in grades 3-5 working below grade level to participate in before/after school tutorials.
Timeline: November 1, 2021 thru December 21, 2021

Person Responsible Tanisha Cunningham (tdrummond@dadeschools.net)

The administration will coordinate with faculty members who will be assigned as data mentors for students demonstrating instructional challenges in ELA. Partners will meet once a month with their charges to discuss progress, as indicated on DI trackers, as well as district-wide assessments.
Timeline: January 31, 2022 through April 29, 2022

Person Responsible Tanisha Cunningham (tdrummond@dadeschools.net)

The Leadership Team will organize parent workshops to keep parents abreast of learner progress in ELA and how these efforts can be reinforced at home. Parents will also be provided with pertinent information about DI strategies that can be used outside of school to increase learner literacy.
Timeline: January 31, 2022 through April 29, 2022

Person Responsible Kristina Ferrera (kferrera@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based on the data reviewed, students were below the State average in overall ELA, which was 9% below the State average of 57%, and Math, which was 11% below the State average of 63% on the FSA Assessment data. Adherence and consistency to all State standards in effective standards-aligned instruction should result in an increase of student achievement on standardized State assessments.

Measurable Outcome: As a result of utilizing differentiation by way data-driven instruction, we will evidence an increase of 9% on the overall ELA FSA 2022 Assessment, which will bring us to the 2019 State overall average.

Monitoring: The Leadership Team will schedule monthly data chats with teachers in order to review available data and make instructional changes. Administrative walk-throughs will focus on adherence to standards-aligned instructional practices and planning. Grade levels will plan collaboratively to ensure use of instructional focus calendars and that planning is tailored to the needs of learners. Learners in grades 2-5 will maintain data trackers in their folders so that they can monitor their ongoing progress.

Person responsible for monitoring outcome: Tanisha Cunningham (pr0561@dadeschools.net)

Evidence-based Strategy: Standards-aligned instruction will provide learners with explicit instructional strategies that cover the grade level expectations. Teachers adhering to standards-aligned instructional practices will ensure that all tested standards are addressed in a rigorous manner that will promote learner success.

Rationale for Evidence-based Strategy: The rationale for selecting standards-aligned instruction is to ensure that all learners are able to successfully complete the grade level expectations and demonstrate academic success on standardized assessments.

Action Steps to Implement

Provide instructional personnel with common planning time in order to plan standards-aligned lessons with instructional coaches weekly.
Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Tanisha Cunningham (tdrummond@dadeschools.net)

During scheduled data chats, administration and instructional coaches will review assessed standards and determine secondary standards for instructional calendars monthly.
Timeline: September 29, 2021 thru October 1, 2021

Person Responsible Katya Barrett (kbarrett@dadeschools.net)

Provide instructional staff with instructional focus calendars that will identify primary and secondary aligned standards based upon available student data and monitor for implementation.
Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Katya Barrett (kbarrett@dadeschools.net)

Provide in-house inservice to instructional staff on best instructional research-based practices to achieve effective standards-aligned instruction in the classrooms during common planning time.
Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

Provide personnel with inservice training on appropriate DI and monitoring techniques.
Timeline: October 29, 2021

Person Responsible Katya Barrett (kbarrett@dadeschools.net)

Schedule data chats with teachers in grades 3-5 to review data to identify lowest tested standards.
Timeline: November 1, 2021 thru December 21, 2021

Person Responsible Tanisha Cunningham (tdrummond@dadeschools.net)

Teachers will have the opportunity to engage in the vertical articulation process to better gauge the significance of standards-aligned instruction. This practice, which will take place quarterly, will provide a professional setting in which data can be disaggregated and colleagues can engage in authentic dialogues about how to lessen the achievement gap between grade levels.
Timeline: January 31, 2022 through April 29, 2022

Person Responsible Kristina Ferrera (kferrera@dadeschools.net)

Teachers will participate in (model) classroom walk-throughs for the purposes of gleaning practices that can be tailored to meet the needs of their individual learning environments. Through this activity, professionals will discuss ways in which the instructional day can be streamlined to best meet the needs of students.
Timeline: January 31, 2022 through April 29, 2022

Person Responsible Katya Barrett (kbarrett@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: As a result of students being exposed to a pandemic situation, many of our learners have not physically attended school in over 18 months. In addition to potential loss of learning, we feel that the emotional damage that this situation has caused our school community must be addressed in order to meet the academic and affective needs of all learners. The loss of social adaptation skills due to being home and away from a structured environment will hamper the learner's ability to learn if not addressed.

Measurable Outcome: As a result of the implementation of social-emotional learning strategies, we will evidence a decrease of 0.2% 0.4 incidents per 100 students on the SafeSchoolsforAlex.org. The school, as a whole, will continue to implement Positive Mindset activities and strategies to encourage positive behaviors and attitudes in school.

Monitoring: The leadership team, in conjunction with the school counselor will emphasize the Social-emotional learning philosophy throughout all classrooms and school-wide communications. Positive messaging throughout the hallways and via our public address system will occur daily. The school, as a whole, will continue to implement Positive Mindset activities and strategies to encourage positive behaviors and attitudes in school as evidenced by walk-throughs and scheduled counselor classroom visits.

Person responsible for monitoring outcome: Rose Jasmin (rjasmin@dadeschools.net)

Evidence-based Strategy: Social-emotional learning techniques are becoming more evident in the educational field and is crucial now due to the needs of our learners upon return from the COVID pandemic. Many students have been absent from the structure of a classroom environment and the social structure of the schoolhouse.

Rationale for Evidence-based Strategy: It is amply evident that students who are afraid, angry, sad, worried or otherwise disenfranchised will not be able to focus on academic learning in the classroom. In order to reach the WHOLE child, we need to address their affective needs as well as their academic needs.

Action Steps to Implement

The Leadership team will present staff with research articles, TED talks, and informational videos pertaining to Social Emotional Learning (SEL) and the importance of addressing the affective needs of all learners during faculty and staff meetings in order for staff to incorporate strategies in the classrooms. Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

School-wide, the school counselor will share with faculty and staff the Positive Mindset self-affirming statements. The counselor will provide mini-lessons to individual classrooms and all faculty and staff will reiterate these statements throughout the school day. Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Rose Jasmin (rjasmin@dadeschools.net)

Positive Mindset statements will be posted throughout the school hallways and will be shared on the public address system school-wide on a daily basis as a result students will model desired behaviors such as kindness, mindfulness, empathy, perseverance, responsibility, respect. Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Rose Jasmin (rjasmin@dadeschools.net)

Faculty and staff will receive a mini training on the use of Headspace application made available through the District Mental Health department that can be utilized in the classrooms to provide techniques for mindfulness, stress management, focusing attention, relaxation, and conflict resolution.

Timeline: September 15, 2021 thru October 11, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

Provide faculty with professional development on Mindfulness and strategies to encourage mindfulness in classroom settings.

Timeline: October 29, 2021

Person Responsible Tanisha Cunningham (tdrummond@dadeschools.net)

Provide students with weekly mindfulness and Headspace strategies that will be emphasized each morning on the morning announcements.

Timeline: November 1, 2021 thru December 21, 2021

Person Responsible Rose Jasmin (rjasmin@dadeschools.net)

Students will be given in-school surveys designed to gauge their interactions with the utilized positive mindset practices.

Timeline: January 31, 2022 through April 29, 2022

Person Responsible Maribel Trujillo-Fruitstone (tmaribel@dadeschools.net)

Students will be recognized for spreading positive mindset practices and model behaviors within the school community. These individuals will be recognized as part of the school's "Paw-sitive Lions Program".

Timeline: January 31, 2022 through April 29, 2022

Person Responsible Rose Jasmin (rjasmin@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: In a review of the school culture data, the area identified for improvement was the teacher's need to receive additional feedback on their progress and their ability to share in the decisions made at the school level. It is important that all stakeholders know that they are an integral part of the school community and via formal and informal feedback, the administration and leadership team are able to identify strengths and weaknesses and address them in order to improve teacher efficacy.

Measurable Outcome: As a result of utilization of informal and formal feedback processes, teachers will feel more supported and survey results indicating that "my ideas are listened to and considered" will increase by 5% from 41% strongly agree to 46% strongly agree on the 2021-22 school culture survey.

Monitoring: Administrative team will have a walk-through calendar bi-weekly with a specific focus for observation and feedback.

Person responsible for monitoring outcome: Tanisha Cunningham (pr0561@dadeschools.net)

Evidence-based Strategy: Timely and specific feedback is indisputably one of the best ways to be able to address areas of concern in order to meet the educational and affective needs of our learners. As an educational leader, our aim is to improve teacher effectiveness and increase the rigor in instruction. That goal can only be achieved when we we have frank conversations with our stakeholders.

Rationale for Evidence-based Strategy: At W.J. Bryan Elementary, all stakeholders need to be a part of our growth and be integral to the improvement of student achievement. With open and honest conversations, with the best interest of the learner at center, improvement will be seen.

Action Steps to Implement

Administration will conduct weekly walk-throughs and provide teachers with TAG (Tell what you liked....., Ask a question....., Give a suggestion.....) recap of positives observed and areas for growth. Teachers are invited to send an e-mail to discuss the areas for suggestions.
Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

The Leadership Team will establish a W.J. Bryan friends group encompassing all grade level chairs and special areas. They will meet once a month in order to discuss issues pertinent to the school community and provide suggestions for improvement. Leadership team can utilize suggestions to have specific conversations with stakeholders and provide specific feedback.
Timeline: September 29, 2021 thru October 11, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

Administration and Instructional Coaches will conduct mini instructional rounds targeting standards-aligned instruction and have debrief sessions with the grade levels via common planning once a month.
Timeline: October 1, 2021 thru October 8, 2021

Person Responsible Louis Harrell, Jr. (lharrelljr@dadeschools.net)

A member of the administrative team will sit in on common planning meetings in order to address teacher concerns and to highlight teacher strengths.

Timeline: August 30, 2021 thru October 11, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

The Leadership Team will review the Network for Educator Effectiveness article relating to "The 3 Golden Rules and 5-Step Guide to Giving Effective Feedback," in order to increase impact of feedback to educators.

Timeline: November 3, 2021 thru November 10, 2021

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

Faculty will provide administration with feedback slips at the monthly faculty meeting with areas that they feel need to be addressed or changes are warranted.

Time line: November 1, 2021 thru December 21, 2021.

Person Responsible Tanisha Cunningham (tdrummond@dadeschools.net)

Once a month, the administration will hold an informal "Chew and Chat" session designed to provide increased visibility for faculty and staff. This will provide an opportunity for professionals to gather in a more relaxed setting, where feedback is encouraged in order to maximize school-wide efficacy.

Timeline: January 31, 2022 through April 29, 2022

Person Responsible Tanisha Cunningham (tdrummond@dadeschools.net)

The administration will create quarterly surveys that speak to ways in which faculty and staff would like to consider changes in practices that do not fully serve the school community.

Timeline: January 31, 2022 through April 29, 2022

Person Responsible Kristina Ferrera (kferrera@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

W. J. BRYAN ELEMENTARY-0561 reported 0.4 incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students. This figure represented 3 incidents. The school, as a whole, will continue to implement Positive Mindset activities and strategies to encourage conflict resolution, positive behaviors, and productive attitudes in school.

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.

In conjunction, the administration and staff at W.J. Bryan Elementary work arduously to create a safe and supportive learning environment for all. We strive to create a safe physical environment that provides structures to impact both the academic and affective needs of all stakeholders. Students are supported via scaffolded relationships with staff, incentive programs for attendance, academic and character value traits, and attention to their social and emotional growth. Staff are provided with opportunities for team building, for sharing successes and for recognition of achievements. Our parents and community needs are recognized and addressed via our webpage platform in addition to our social media presence on Facebook, Twitter and Instagram. Parent input is solicited via our monthly EESAC meetings and through our Community Involvement Specialist that acts as a liaison between the school and the community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders responsible at the school site to promote a safe and supportive learning environment are our Principal, Assistant Principal, Instructional Coaches, Lead Teachers, Counselor, and Community Involvement Specialist. The Principal's role, as instructional leader, is to share the vision and mission of the school and ensure that all implemented strategies impact improvement of the whole child and the institution, provide a voice to all stakeholders, and provide timely information to all. The role of the Assistant Principal is to assist in the monitoring of all programs. The Instructional Coaches, Lead Teachers and the Counselor will ensure both the academic and emotional well-being of our students. The role of the Community Involvement Specialist will be to act as a liaison between the school and the community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1141	140-Substitute Teachers	0561 - W. J. Bryan Elementary	General Fund		\$3,000.00
<i>Notes: Substitute coverage to be utilized for teachers to attend inservice training, provide coverage for data chats, and provide coverage for meeting with instructional coaches.</i>						

2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$120,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1142	100-Salaries	0561 - W. J. Bryan Elementary	Title, I Part A		\$120,000.00
			<i>Notes: Funds will be utilized to purchase a reading instructional coach and a math instructional coach to be able to provide support to all instructional staff for the planning and implementation of standards-aligned instruction.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1142	510-Supplies	0561 - W. J. Bryan Elementary	General Fund		\$1,500.00
			<i>Notes: Funds will be utilized to purchase posters,, signs for hallways, and paper for copies for teacher packets.</i>			
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1141	140-Substitute Teachers	0561 - W. J. Bryan Elementary	General Fund		\$1,000.00
			<i>Notes: To fund substitutes for classroom coverage.</i>			
					Total:	\$125,500.00