

Hillsborough County Public Schools

# Bryan Elementary School



## 2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (43%) 2017-18: D (39%) 2016-17: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Bryan Elementary School

2006 W OAK AVE, Plant City, FL 33563

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

### School Grades History

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

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### SIP Authority

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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.**

Preparing today's learners for tomorrow's challenges.

**Provide the school's vision statement.**

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

### 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
Simmons, Tamethea	Principal	<p>The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.</p>
Barone, Lara	Assistant Principal	<p>Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <p>? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</p> <p>? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non?evaluative manner; is able to write clearly and concisely.</p> <p>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision.</p> <p>? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p> <p>? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</p> <p>? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</p> <p>? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</p> <p>? Establishes systematic processes to receive and provide feedback about the progress of work being done.</p> <p>? Leads by example, setting goals that encourage self and others to reach higher standards.</p> <p>? Holds high and positive expectations for the growth and development of all stakeholders, including self.</p> <p>? Understands the effects of his/her behavior and decisions on all stakeholders,</p>



Name	Position Title	Job Duties and Responsibilities
		<p>both inside and outside the organization.</p> <p>? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</p> <p>? Assists with oversight of and responsibility for the school's instructional program and its results.</p> <p>? Assists with oversight of and responsibility for the safety and discipline of school's students.</p> <p>? Assists with oversight of and responsibility for the school's human resources selections, management, and development.</p> <p>? Assists with oversight of and responsibility for the school's business and research efforts.</p> <p>? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</p> <p>? Assists with oversight of and responsibility for the school's administration and operation.</p> <p>? Assists with oversight of and responsibility for the school's property and physical plant.</p> <p>? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</p> <p>? Performs any other duties as assigned.</p>
Bates, Sheila	Teacher, K-12	<p>? Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.</p> <p>? Creates a positive educational climate for students to learn in an atmosphere of respect and rapport.</p> <p>? Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement.</p> <p>? Utilizes a variety of teaching practices and methodologies that reflect diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students.</p> <p>? Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance.</p> <p>? Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures.</p> <p>? Communicates with parents and school/district personnel regarding student progress and encourages parental involvement.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>? Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities.</p> <p>? Appropriately maintains and secures confidential records, inquiries, and data.</p> <p>? Maintains appropriate certifications and professional development hours as required.</p> <p>? Performs any other duties as assigned.</p> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>

## 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.*

8

**Total number of teacher positions allocated to the school**

33

**Total number of students enrolled at the school**

650

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

4

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

1

### 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	106	108	112	95	94	112	0	0	0	0	0	0	0	627
Attendance below 90 percent	0	26	19	22	19	18	0	0	0	0	0	0	0	104
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 FSA ELA assessment	0	0	0	21	11	26	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	17	40	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	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	22	20	23	36	21	0	0	0	0	0	0	0	0	122

#### 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	6	6	6	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected or last updated

Tuesday 8/31/2021

#### 2020-21 - 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	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

**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	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

**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				36%	52%	57%	34%	52%	56%
ELA Learning Gains				46%	55%	58%	46%	52%	55%
ELA Lowest 25th Percentile				47%	50%	53%	49%	46%	48%
Math Achievement				47%	54%	63%	36%	55%	62%
Math Learning Gains				57%	57%	62%	38%	57%	59%
Math Lowest 25th Percentile				38%	46%	51%	37%	44%	47%
Science Achievement				29%	50%	53%	35%	51%	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	38%	52%	-14%	58%	-20%
Cohort Comparison						
04	2021					
	2019	36%	55%	-19%	58%	-22%
Cohort Comparison		-38%				
05	2021					
	2019	31%	54%	-23%	56%	-25%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	54%	-6%	62%	-14%
Cohort Comparison						
04	2021					
	2019	41%	57%	-16%	64%	-23%
Cohort Comparison		-48%				
05	2021					
	2019	46%	54%	-8%	60%	-14%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	51%	-22%	53%	-24%
Cohort Comparison						

# Grade Level Data Review - Progress Monitoring Assessments

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

iReady

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	24	38
	Economically Disadvantaged	11	24	38
	Students With Disabilities	0	5	19
	English Language Learners	9	20	37
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	18	38
	Economically Disadvantaged	6	18	38
	Students With Disabilities	0	10	32
	English Language Learners	4	15	27
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	19	33
	Economically Disadvantaged	14	19	33
	Students With Disabilities	8	8	16
	English Language Learners	6	13	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	20	34
	Economically Disadvantaged	6	20	34
	Students With Disabilities	5	16	24
	English Language Learners	0	15	31

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	31	42
	Economically Disadvantaged	19	31	42
	Students With Disabilities	4	18	33
	English Language Learners	8	22	32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	14	30
	Economically Disadvantaged	4	14	30
	Students With Disabilities	2	5	8
	English Language Learners	1	7	23
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	21	27
	Economically Disadvantaged	12	21	27
	Students With Disabilities	2	2	6
	English Language Learners	4	5	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	15	36
	Economically Disadvantaged	8	15	36
	Students With Disabilities	2	11	22
	English Language Learners	5	8	19

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	21	29
	Economically Disadvantaged	15	21	29
	Students With Disabilities	5	13	13
	English Language Learners	5	10	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	23	38
	Economically Disadvantaged	12	23	38
	Students With Disabilities	5	8	24
	English Language Learners	0	8	21
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	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	13	32	45	25	41	32	21				
ELL	33	40	54	44	51	48	43				
HSP	34	43	59	47	51	44	44				
WHT	44			38							
FRL	35	44	57	45	51	47	45				
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						



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
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				

### 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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	41
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?**

Overall every grade level and subgroup improved on iReady from Fall to Spring on reading and math. Grades 4 and 5 scores in math are higher than reading.

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

The lowest data component from 2019 school year were students with disabilities with 38% proficient and our English Language Learners with 40% proficiency. Our reading proficiency is 36%. Our students continue to score lower than 40% proficiency. We lost some percentage points from learning gains in both reading and math.

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

From March of 2020 to May of 2021, we have dealt with COVID and elearning models. Many students did not get to finish their learning from 2020. Our SWD used a program called Brainspring last school year. This program worked specifically on phonics and phonemic awareness. ELL students began a new computer program last year called Imagine Learning. We did not have that program for the full year, but we are excited to see the results from this program this year.

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

Overall our math scores showed a lot of improvement from Fall to Spring on iReady. Our science SSA scores went from 29% proficient to 47% proficient. Our bottom quartile group gained 10% from 47 to 57 in ELA and grew 9% 38 to 47.

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

Our planning sessions focus on the needs of our students. We have data dive days with substitutes provided so that teachers can really look at their data and then plan with these needs in mind. Our resource team provides training, strategies, and coaching to our teachers to move their students. We created a school wide data wall that everyone was able to access and used the data wall for triangulation and MTSS tiered groups.

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

Foundational skills taught with fidelity grades K-2. Teachers will use lessons from iReady toolbox and Imagine Learning to teach foundational skills to students in grades 3-5. Teachers will need to teach vocabulary explicitly through many different modes of learning. Our resource team will focus on our deficit areas during weekly planning times. Core instruction will also be a key focus so that teachers can use scaffolding and aggressive monitoring during their lessons to gauge student learning and understanding.

#### **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.**

Data Driven Instruction - PrePrePlanning

Be the Change Book study - throughout the year

Unpacking the new standards in K-2 - 4 sessions throughout the year

Data Dives throughout the year to specifically lead teachers through analyzing their data and planning for student success.

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

Strong resource team consisting of reading coach, reading resource, math coach, MTSS resource and science resource. This team will use their expertise to coach and guide students to strengthen the core instruction. We also have an SEL team that will influence the overall mindset and culture of the school. We need to build confidence of our students.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

Instructional Priority: Teachers will leverage effective instructional strategies, standard aligned tasks, and apply acceleration and scaffolding practices. Evidence collected through aggressive monitoring will be used to make target instructional decisions.

Rationale: Proficiency scores in both ELA and Mathematics decreased 1 point. In addition, students have made marginal learning gains. ELA learning gains decreased 2 percentage points and Math decreased 6 points in 2021. Our ESE population scored an F on the state report card. Only 30% of the ESE students were proficient. FSA data reflects a continued need for academic proficiency in all content areas. Last year, walkthrough data indicated that 30% of teachers employed questions and tasks that integrate standards to help students understand the content of lessons. In addition, 20% of teachers engaged students productive struggle with standard aligned, grade level lessons during small group instruction.

**Measurable Outcome:**

Math proficiency will increase to 50% during the 2021-2022 school year. ELA proficiency will increase to 45%. Science proficiency will increase to 50%. ESE proficiency will increase to 50%. The percentage of students, including ESE, making learning gains will increase to 60% in ELA and Math. Students (including ESE) performing in the ELA and Math bottom quartile will increase to 60%. If these goals are achieved, Bryan's overall school grade will increase from a C to a B. During the 2021-2022 school year, walkthrough data will reflect an increase to 100% of teachers employing questions and tasks that integrate standards to help students understand the content of lessons. In addition, 100% of teachers will engage students in productive struggle with standard aligned, grade level lessons during instruction.

Walkthroughs will be conducted weekly to monitor effective implementation of instructional practices and, strategies and collect trend data to identify teachers' needs.

Weekly leadership team meetings held to analyze data and adjust next steps.

Coaches submit agendas to administration to monitor weekly planning sessions.

Monthly assessments, iReady diagnostics, prerequisite assessments, and informal assessments will be used to monitor student progress in Math.

**Monitoring:**

Closely monitoring students on learning platforms including iReady, Imagine Learning, and Achieve 3000.

Benchmark assessments, mid and end of unit assessments, mini PMAs, iReady, and district formative assessments will be used to monitor student progress in ELA.

Formative assessments, unit assessments, mini weekly assessments, and informal assessments will be used to monitor student progress in Science.

ESSA subgroups SWD/ ELL: Monitored with Imagine Learning program, iReady lessons, fidelity checks, monthly assessments and targeted differentiated instruction. PD will target what the teachers need.

**Person responsible for monitoring outcome:**

Tamethea Simmons (tamethea.simmons@hcps.net)

**Evidence-based Strategy:** Collaborative planning will take place weekly to unpack standards and ensure alignment of tasks and instruction. Data analysis will be used to determine the effectiveness of standard aligned instruction and identify students' and teachers' needs. Professional Learning Communities will be used to review data and determine needed scaffolding and acceleration strategies to embed in standards aligned whole and small group instruction.

**Rationale for Evidence-based Strategy:** Consistent and frequent planning, data analysis, and PLCs that are centered around the standards aligned instruction will have provide teachers with clarity and have a high impact on student achievement. According to John Hattie, teacher clarity has a 0.75 effect size.

### Action Steps to Implement

Teachers will engage in coaching cycles to increase knowledge of standards aligned instruction. The resource team will coach, model, and co-teach lessons to support teachers in implementing standards aligned instruction.

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

Continue collaborative team planning. Teachers will engage in collaborative team planning with resource team to plan standards aligned tasks, questions, and assessments. ESE teachers will be included in the collaborative planning.

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

Resource teachers will facilitate on site professional development around scaffolding strategies, acceleration, and other identified needs to build capacity around standard aligned instruction.

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

Communicate with all stakeholders what standard aligned instruction looks like to better support students at home.

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

ELL: Students are closely monitored on the program Imagine Learning, iReady, monthly assessments and in class assignments. Students will receive targeted instruction in differentiated small groups for MTSS support.

SWD: Students are closely monitored on iReady and Brainspring. The ESE teachers will receive PD throughout the year to ensure they are trained to move the students forward.

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

**#2. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	<p>Culture and climate priority: Teachers will implement and leverage strategies to address Social Emotional Learning. Through collaboration, goal setting, and reflection teachers will empower students to affirm their identities, accept and empathize with others, develop autonomy, and become self-aware of their feelings, and monitor their emotions.</p> <p>Based on Panorama data, 41% of students felt that they could regulate their emotions. 51% of students surveyed believed in their potential to change their academic performance. 49% believed that they could succeed in achieving academic outcomes. 62% of students considered the perspectives of others and empathized with them.</p>
<b>Measurable Outcome:</b>	<p>Currently, only 50% of Bryan's students believe that they can achieve academic success, as measured by the Panorama Educational Survey. By the end of the 2021-2022 school year, the percentage of students demonstrating a strong belief in self efficacy will increase to 75%.</p> <p>Walkthroughs will be conducted and used to monitor effective implementation of SEL practices and strategies.</p>
<b>Monitoring:</b>	<p>Monthly team meetings will be conducted to analyze trend data and adjust next steps.</p> <p>Panorma data will be used to determine if strategies are effective.</p>
<b>Person responsible for monitoring outcome:</b>	Tamethea Simmons (tamethea.simmons@hcps.net)
<b>Evidence-based Strategy:</b>	Engage in a book study around "Being the Change" by Sara Ahmed and implement SEL strategies that target self-efficacy, relationship building, and intrinsic motivation.
<b>Rationale for Evidence-based Strategy:</b>	Teachers can help students develop social comprehension skills and develop habits of trust by making thinking visible and cultivating empathy. When students have strong social comprehension skills and strong relationships, they build more confidence in their academic abilities. According to John Hattie, SEL strategies that target self-efficacy has a 0.92 effect size. SEL strategies that target relationship building has a 0.52 effect size. SEL strategies that target of intrinsic motivation has a 0.42 effect size.

**Action Steps to Implement**

Develop a social emotional team of 6 people. The team will lead in developing a more social emotional school. The team will create and lead professional development, provide resources and expertise around equity and SEL for all stakeholders.

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

Professional development will occur on equity and social emotional learning. The instructional leadership team will engage a book study on to lead equity and SEL work in the school. Teachers will engage in a book study and professional development centered around SEL during preplanning. Follow up book study sessions will be scheduled each month. Funds are needed to purchase 30 books and supplies. The books "Being the Change" by Sara Ahmed, "We Got This" by Cornelius Minor, and "This Book is Anti-Racist" by Tiffany Jewell will be purchased to support.

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



**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Based on the 2021 ELA FSA scores, 35% in grades 3-5 scored at proficiency, which is a level 3 or higher. The score was due to lost learning due to eLearning, isolation and quarantine during the year. By focusing on ELA, the instructional improvements will include standard aligned tasks, effective instructional strategies, acceleration and scaffolding practices resulting in an improvement in student proficiency on FSA.

**Measurable Outcome:** The percent of 3-5 grade students scoring at a level 3 or higher on FSA will increase to 45% as measured by ELA FSA scores.

**Monitoring:** Frequent Walk throughs  
Coaching cycles  
PD on instructional strategies and questioning  
Data chats  
iReady, Imagine Learning and Achieve 3000

**Person responsible for monitoring outcome:** Tamethea Simmons (tamethea.simmons@hcps.net)

Collaborative planning will take place weekly to unpack standards and ensure alignment of tasks and instruction.

**Evidence-based Strategy:** Data analysis will be used to determine the effectiveness of standard aligned instruction and identify students' and teachers' needs.  
Professional Learning Communities will be used to review data and determine needed scaffolding and acceleration strategies to embed in standards aligned whole and small group instruction.

**Rationale for Evidence-based Strategy:** Consistent and frequent planning, data analysis, and PLCs that are centered around the standards aligned instruction will have provide teachers with clarity and have a high impact on student achievement. According to John Hattie, teacher clarity has a 0.75 effect size.

**Action Steps to Implement**

Teachers will engage in coaching cycles to increase knowledge of standards aligned instruction. The resource team will coach, model, and co-teach lessons to support teachers in implementing standards aligned instruction.

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

Continue collaborative team planning. Teachers will engage in collaborative team planning with resource team to plan standards aligned tasks, questions, and assessments.

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

Resource teachers will facilitate on site professional development around scaffolding strategies, acceleration, and other identified needs to build capacity around standard aligned instruction.

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

Communicate with all stakeholders what standard aligned instruction looks like to better support students at home.



**Person Responsible** Tamethea Simmons (tamethea.simmons@hcps.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.

**Bryan Elementary is not listed as a school on the Safe School for Alex website. Overall Bryan has very few major discipline problems. Last year Bryan had a total of 5 suspensions. Four suspensions were for vaping and/or having vaping products at school. One referral was for physical attack. We are using the book "Being the Change" to work on building culture between our teachers and their students. Vaping was also an issue during the 2019/2020 school year. Our guidance counselor talks with the students and parents to ensure they understand the dangers of vaping and the consequences.**

### 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.

Teachers will implement and leverage strategies to address Social Emotional Learning. Through collaboration, goal setting, and reflection teachers will empower students to affirm their identities, accept and empathize with others, develop autonomy, and become self-aware of their feelings, and monitor their emotions. The staff will engage in a book study around "Being the Change" by Sara Ahmed and implement SEL strategies that target self-efficacy, relationship building, and intrinsic motivation.

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

A team consisting of classroom and resource teachers will lead the book study and work around SEL. The team will assist in developing a more social emotional school. The team will create and lead professional development, provide resources and expertise around equity and SEL for all stakeholders.

The teachers and students will be supported by the Social Emotional Team and administration.

Through collaboration, families will support SEL work at home.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00