

Miami-Dade County Public Schools

W. J. Bryan Elementary



2022-23 Schoolwide Improvement Plan

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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: 12/15/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: B (54%) 2017-18: C (44%)
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	ATSI
* 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</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;">98%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cunningham, Tanisha	Principal	Ms. Cunningham provides leadership and guidance as she spearheads school-wide instructional practices and decision-making planning and execution. She has also taken the helm on all action plans and initiatives pertaining to stakeholder engagement and relationships. Mrs. Cunningham apportions the school's daily operations with the assistant principal and subsequent leadership team members.
Ferrera, Kristina	Assistant Principal	Ms. Ferrera has been tasked with connecting faculty and staff to the available resources to meet all learners' needs and maximize desired student outcomes. Mrs. Ferrera supports the principal with the implementation of tenets within the continuous improvement model and provides leadership to personnel from a pedagogical standpoint. Additionally, she coordinates with the principal to ensure that communication amongst internal and external stakeholders runs with efficacy.
Harrell, Jr.	Math Coach	Mr. Harrell, Jr. works to provide curricular/instructional support and resources in Mathematics. He cultivates professional development experiences specific to the needs of the faculty through the disaggregation of available data. Mr. Harrell, Jr.'s examination of trends in learner information is used to foster the next steps in teacher planning and mitigating academic attrition. He earmarks time to collaborate with grade levels and individual teachers to ensure their understanding of the standards, item specifications, and best practices. Mr. Harrell, Jr. also monitors data on school and district platforms to assist with grade level proficiency.
Robert, Ruth	Other	Ms. Robert oversees all documentation and academic needs pertaining to English Language Learners at every level. As ELL Department Chair, Ms. Robert is responsible for nurturing a collaborative perspective among colleagues and using available data to improve teacher practices and student learning. She also encourages professional conversations within the faculty and facilitates pedagogical augmentation to maximize student learning. Ms. Robert works to implement the use of assessments and data, improving outreach and collaboration with families and the community and delivering a comprehensive ELL instructional program. She leads and guides the development and implementation of effective programming for English Language learners (ELLs) and monitors the effectiveness of programming for this population to ensure increased student achievement.
Trujillo-Fruitstone, Maribel	Magnet Coordinator	As the Museums Magnet Lead Teacher, Ms. Trujillo-Fruitstone is responsible for creating and fostering a collaborative relationship between the local visual arts community, the district, and the school site. She also works to document artifacts that uphold the integrity of the school's magnet program, which are reviewed at the national level with the magnet program's governing body. Ms. Trujillo-Fruitstone also coordinates with her

Name	Position Title	Job Duties and Responsibilities
		peers and uses research to improve curricular practices and student learning with STEAM-infused practices.
Jasmin, Rose	School Counselor	Ms. Jasmin provides social-emotional support and resources for all stakeholders within the school community. In addition to providing mental health strategies to teachers and learners, Ms. Jasmin provides ongoing assistance to families that can be utilized within the home environment. She helps students achieve academic success by providing education, prevention, early identification, and intervention. Additionally, she collaborates with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. Ms. Jasmin also works with the school staff, parents, and the community to provide incentive programs and individual student recognition.
Alexis, Urania	Reading Coach	Ms. Alexis works to provide curricular/instructional support and resources in English Language Arts. She cultivates professional development experiences specific to the needs of the faculty through the disaggregation of available data. Ms. Alexis examination of trends in learner information is used to foster the next steps in teacher planning and mitigating academic attrition. She earmarks time to collaborate with grade levels and individual teachers to ensure their understanding of the standards, item specifications, and best practices. Ms. Alexis also monitors data on school and district platforms to assist with grade level proficiency.

Demographic Information

Principal start date

Wednesday 12/15/2021, Tanisha Cunningham

Number of teachers with a 2022 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.*

9

Number of teachers with a 2022 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.*

35

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

614

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	88	108	104	121	79	90	0	0	0	0	0	0	0	590
Attendance below 90 percent	0	18	13	13	9	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	6	15	3	17	0	0	0	0	0	0	0	45
Course failure in Math	0	3	8	17	9	23	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	18	33	0	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	19	42	0	0	0	0	0	0	0	76
Number of students with a substantial reading deficiency	0	3	17	45	21	35	0	0	0	0	0	0	0	121

Using the table above, complete the table below with the number of students by current grade level who have 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	5	4	24	19	37	0	0	0	0	0	0	0	89

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	5	1	19	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Monday 8/29/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	62%	56%				48%	62%	57%
ELA Learning Gains	60%						59%	62%	58%
ELA Lowest 25th Percentile	63%						63%	58%	53%
Math Achievement	38%	58%	50%				52%	69%	63%
Math Learning Gains	64%						49%	66%	62%
Math Lowest 25th Percentile	71%						56%	55%	51%
Science Achievement	39%	64%	59%				54%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	60%	-14%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	51%	64%	-13%	58%	-7%
Cohort Comparison		-46%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	39%	60%	-21%	56%	-17%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	67%	-14%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	44%	69%	-25%	64%	-20%
Cohort Comparison		-53%				
05	2022					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18			9							
ELL	41	65	58	37	61	75	33				
BLK	40	61	62	38	66	70	42				
HSP	31	59	63	38	60	79	25				
WHT	30			18							
FRL	39	58	59	38	63	69	38				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	55
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	54
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	24
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 critiquing the 2021-22 FSA ELA data, it was observed that there was a decline in the area of overall proficiency from 41% on the 2020-21 FSA to 38% on the 2021-22 FSA. This evidenced a decrease of 3 percentage points.

In reviewing the 2021-22 FSA ELA data, we noted an increase in the area of ELA learning gains of lowest 25% from 44% on the 2020-21 FSA to 63% on the 2021-22 FSA; a demonstrated increase of 19 percentage points.

In critiquing the 2021-22 FSA Mathematics data, it was observed that there was a significant increase in the area of overall proficiency from 29% on the 2020-21 FSA to 38% on the 2021-22 FSA; a demonstrated increase of 9 percentage points.

In reviewing the 2021-22 FSA Mathematics data, we noted a substantial increase in the area of Mathematics learning gains of lowest 25% from 20% on the 2020-21 FSA to 71% on the 2021-22 FSA. This evidenced an increase of 51 percentage points.

While current data demonstrate an upward trend in assessment performance, proficiency continues to pose a challenge across content areas, as it remains below a 50% threshold in grades 3-5.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based upon the 2022 FSA available data in comparison with the 2021 FSA available data, areas for improvement are as follows: ELA overall scores indicated that 38% of students scored at levels 3-5 during the 2022 FSA Assessment, as opposed to 41% during the 2021 assessment. In the year preceding that, 48% of students scored at levels 3-5 on the 2019 ELA FSA. In examining the three-year trends for ELA proficiency, students have continued to demonstrate a decline of 10 percentage points over time. Based on the historical data available, ELA proficiency continues to demonstrate the greatest need for improvement.

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

Based on data reviewed on the ELA FSA in 2021, the reporting categories posing the most difficulty for students in grades 3-5 were Interpretation of Knowledge and Ideas and Key Ideas and Details. Based on this information, these areas of challenge will be targeted during small group instruction and during extended learning opportunities. Additionally, additional attention will be given to comprehension of

informational and literary texts will be addressed via the use of higher-order questioning in the classrooms.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based upon the 2021 FSA available data, the areas of increased improvement are as follows: Mathematics overall scores indicate that 38% of students demonstrate proficiency, an increase of 9 percentage points from the previous scores documented at 29%. In terms of learning gains, students in grades 3-5 demonstrated improvement from 26% to 64%, while the overall growth in students in the lowest 25th percentile showed an increase from 20% to 71%; an increase of 51 percentage points.

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 small group instruction and narrowing our efforts on the lowest 25% and the consistent utilization of interventions and remediation strategies, 2021 FSA Mathematics data indicated that overall growth continues to move toward being in alignment with district and state averages. The implemented strategies facilitated the increase in these scores. This practice will be continued in the new school year.

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

In order to assuage the learning loss demonstrated on the 2022 ELA FSA, we will be implementing the following strategies within the first weeks of school:

- Academic vocabulary instruction.
- Collaborative Data Chats.
- Data-driven instruction.
- Instructional support/Coaching cycles.
- Interventions/Rtl.
- Before/after-school tutorials.
- D.I. groups beginning in week 2 of school.
- Enrichment after-school clubs/activities.
- Saturday Academy starting in Fall 2022.

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 BEST Standards 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on a review of the school-wide data, W.J. Bryan Elementary School will focus on the implementation of explicit instruction, as it pertains to ELA. The decision to center our efforts on this area were as a direct result of the 2021-22 ELA FSA Assessment, which signified less than 50% proficiency in grades 3-5.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

It is our expectation that the successful implementation of targeted and explicit evidence-based strategies related to ELA will result in an increase of 12% in terms of proficiency, thereby meeting the required 50% threshold. This progression will be achieved by the conclusion of the third FAST administration (PM 3), in June 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will execute regular classroom walk-throughs to ensure that explicit instruction in ELA, as delineated in collaborative planning, is evidenced in classroom delivery. Learner progress will be monitored bi-weekly to determine individual growth on standards that demonstrate limited advancement. Analysis of individual, class, and grade level data will also take place during collaborative planning and instruction will be adjusted, as necessary.

Person responsible for monitoring outcome:

Tanisha Cunningham (pr0561@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiated Instruction. Differentiated instruction will allow for the advancement of learning gains in our most fragile students as it is a systematic approach of instruction designed to meet students' needs. This instruction, fueled by trends in data will be monitored through the use of data trackers and data conversations to include OPMs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Weekly collaborative planning will ensure that instruction in ELA is effectively aligned with instructional delivery, pacing, and progression through learner groups. Members of the Leadership Team will work with instructional personnel to adjust practices accordingly. This exchange will be deliberated during collaborative planning and data will be revisited on a bi-weekly basis.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31/22-10/11/22

Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Urania Alexis (ualexis@dadeschools.net)

8/31/22-10/11/22

The leadership team will facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices.

Person Responsible Urania Alexis (ualexis@dadeschools.net)

8/31/22-10/11/22

Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible Urania Alexis (ualexis@dadeschools.net)

8/31/22-10/11/22

The administration will conduct classroom walk-throughs on a weekly basis, to ensure that explicit instruction is taking place during ELA, with integrity and efficacy.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

10/31/22-12/16/22

As part of the collaborative planning process, the coach and teachers will review DI artifacts, to determine learner progress and to ensure that student needs are being targeted with efficacy.

Person Responsible Urania Alexis (ualexis@dadeschools.net)

10/31/22-12/16/22

After a review of DI artifacts, members of the leadership team will coordinate data chats with learners and assign Data Buddies in order to identify additional ways in which to help students with mastery of ELA skills.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Upon introspection of the available student data, W.J. Bryan Elementary will focus on student engagement in order to meet the needs of the Students With Disabilities Subgroup, which demonstrates achievement at 14%. Trends in standardized assessment data indicate that this performance is well below the ESSA Federal Index threshold, documented at 41%; with a shortfall of 27 percentage points.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The successful implementation of Student Engagement for Students with Disabilities will serve as an opportunity to reduce achievement deficiencies and curate instructional scenarios intended to eradicate learner shortfalls, as compared with their neurotypical counterparts. This is particularly significant, as the SWD subgroup has demonstrated an inability to meet the minimum requirement of 41% over a three-year period. It is our expectation that the successful implementation of this targeted and explicit evidence-based strategy related to ELA will result in an increase of 10% in terms of proficiency, thereby minimizing the achievement gap between neurodivergent learners and their counterparts. This growth will be achieved by the conclusion of the third FAST administration (PM 3), in June 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

In accordance with documented learner deficiencies, the administrative team will execute regular classroom walk-throughs to ensure that active learner participation in ELA, as delineated in collaborative planning, is evidenced in student conversations and products. SPED learner progress will be monitored bi-weekly to determine individual growth on standards that demonstrate limited advancement. Analysis of individual SPED students, will also take place during collaborative planning and instruction will be adjusted, as necessary.

Person responsible for monitoring outcome:

Tanisha Cunningham (pr0561@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Student Engagement. This evidence-based strategy will allow SPED instructors to develop a course of action designed to bridge student objectives and skills with grade level expectations. This inclusive approach, fueled by trends in data will be monitored through the use of data trackers and data conversations with general education educators to include progress monitoring.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Student engagement is an essential component within learner success. As such, educators strive to establish positive relationships with learners in an effort to nurture active engagement and motivate reluctant learners. This is particularly important in meeting the complex needs of learners who have difficulty demonstrating competency in content areas, due to cognitive and/or behavioral difficulties.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31/22-10/11/22

SPED teachers will attend weekly collaborative planning, in order keep abreast of grade level expectations and determine how to use this information in order to meet the needs of their charges. The data gleaned from this process will be used to determine learner strides.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

8/31/22-10/11/22

SPED teachers will coordinate with support personnel to identify best practices in content areas that can be adjusted within instructional delivery for Students with Disabilities. Efficacy will be disaggregated using available technology, which will also assist with tracking of progress.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

8/31/22-10/11/22

During small groups, teachers and support personnel will conduct data chats with SWD learners, in order to promote academic awareness and autonomy in learning.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

8/31/22-10/11/22

The administration will conduct classroom walk-throughs on a weekly basis, to ensure that SPED students are actively participating in the academic process. This will be determined through learner conversation and a review of student products.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

10/31/22-12/16/22

The administration will conduct classroom walk-throughs on a weekly basis to ensure that push-in/ inclusive practices provided by the SPED teacher are being implemented with fidelity.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

10/31/22-12/16/22

The administration will have bi-weekly lunch meetings with pre-identified SPED learners, to review classroom artifacts and discuss student engagement.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus
Description and Rationale: Following a review of school climate survey data it was determined that an area of need was professional feedback between teaching professionals and school leadership. 22% of respondents indicated that there is a need for an increase in communication between administration and faculty. There was also an expressed interest in greater access to the decision-making process, as it pertains to internal stakeholders. It was expressed that an increase in collaboration among educational professionals at every echelon would prove beneficial to efficacy within the school community.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 The administration will utilize informal and formal feedback processes in order to provide a climate and culture in which internal stakeholders feel valued and supported. Staff that feels validated and encouraged are provided with a foundation in which they are able to produce their best work. Administration will use quarterly surveys designed to gauge progress and information will be disaggregated during professional development meetings. The percentage of teachers indicating administrative relationship concerns will decrease by 5% by June 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 Within the Targeted Element of Transformational Leadership, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. By providing working with the leadership team to create more robust professional development and involving teachers in the decision-making process, we hope to convey the sense of unity and shared responsibility among faculty and staff.

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 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 internal stakeholders.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the
 As indicated on the School Climate Survey, 36% of staff do not feel they have the opportunity to be considered for positions in leadership. All stakeholders need to be a part of our growth and be integral to the improvement of student achievement. Additional efforts need to be made so that staff feel opportunities to contribute to a greater degree are more equitable.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31/22-10/11/22

Staff will participate in a monthly professional learning community focused on improving school-wide culture and climate.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

8/31/22-10/11/22

Staff will identify best practices in culture and climate that can be implemented in the school community.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

8/31/22-10/11/22

Teacher leaders will be identified on each grade level in order to facilitate collaborative conversations on culture and climate.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

8/31/22-10/11/22

Staff will engage in vertical articulation to discuss ways to connect grade levels from cultural and climate standpoints.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

10/31/22-12/16/22

Staff will utilize the data from the 2021-22 School Climate Survey to identify and prioritize ways in which stakeholder value and input can be improved. Based on a review of this data, representatives from each grade level will prioritize areas of concern and identify tangible ways in which to address classroom, building issues that impact culture and climate.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

10/31/22-12/16/22

Utilizing staff input data, the administration will use the last Wednesday of each month to meet with school-wide committees, to work on ways in which to enhance the school environment for all internal stakeholders.

Person Responsible Tanisha Cunningham (pr0561@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Social-Emotional Learning/Positive Growth Mindset

**Area of Focus
Description and**

**Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.**

In a post-pandemic era, many of our learners continue to demonstrate inadequacies in interpersonal and intrapersonal skills. The subsequent ongoing emotional disconnect that persists must be addressed in order to meet the academic and affective needs of all learners. The attrition of social adaptation skills continues to have long-term consequences for learners of all ages, which must continue to be addressed.

**Measurable
Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of the implementation of social-emotional learning strategies, we will evidence a decrease in the number of incidents per 100 students on SafeSchoolsforAlex.org. The school, as a whole, will continue to implement social-emotional learning and positive mindset activities and strategies to encourage positive behaviors and attitudes in school, this improvement will be documented via the school climate survey, by June 2023.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The administration, in conjunction with the school counselor, will spotlight the tenets of the social-emotional learning philosophy throughout the school community. Teacher leaders will post positive messaging throughout the hallways on bulletin boards and affirmations will be shared via our public address system daily. The school, as a whole, will continue to implement positive mindset activities and strategies to encourage desired behaviors and attitudes on campus, as evidenced by building walk-throughs and scheduled counselor classroom visits.

Person responsible for monitoring outcome:

Rose Jasmin (rjasmin@dadeschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Best practices in social-emotional learning are becoming increasingly prevalent in the educational realm and is vital to all stakeholders, in a post-pandemic climate.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria**

It is widely understood that children experiencing dysregulation cannot adequately attend to instructional expectations in the learning environment. In order to meet the comprehensive needs of all children, schools must make a concerted effort to meet their affective needs and academic needs.

**used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31/22-10/11/22

The counseling department will spearhead conversations incorporating the use of educational articles, TED talks, and affirmational resources pertaining to Social Emotional Learning (SEL) and the importance of addressing the affective needs of all learners. These dialogues will be initiated during faculty and staff meetings in order to facilitate use of SEL strategies in the classrooms.

Person Responsible Rose Jasmin (rjasmin@dadeschools.net)

8/31/22-10/11/22

The counselor and selected student leaders will share positive mindset affirmations with the school community on a daily basis, via the morning announcements. The counselor will provide mini-lessons to individual classrooms and all faculty and staff will reiterate these practices throughout the school day.

Person Responsible Rose Jasmin (rjasmin@dadeschools.net)

8/31/22-10/11/22

Faculty and staff will receive a mini training on the district-approved resources and organizations that can be used to promote SEL initiatives and instill a positive growth mindset (e.g., Brain Power Wellness, Headspace application). The counseling department will also reach out to the MDCPS Mental Health department to provide the school community with information that can be toward the promotion of mindfulness, stress management, focusing of attention, relaxation, and conflict resolution.

Person Responsible Rose Jasmin (rjasmin@dadeschools.net)

8/31/22-10/11/22

Students in grades PK-5 will be acknowledged for using positive mindset practices and modeling character values within the school community. These individuals will be recognized as part of the school's "Paw-sitive Lions Program" on the morning announcements each month.

Person Responsible Rose Jasmin (rjasmin@dadeschools.net)

10/31/22-12/16/22

The counseling department will work with special areas classes to identify ways in which SEL practices can be infused into the curriculum (e.g., songs, physical movement, visual arts).

Person Responsible Rose Jasmin (rjasmin@dadeschools.net)

10/31/22-12/16/22

The counseling department will create a bulletin board that highlights ways to integrate SEL into the school community. These resources will also be shared out on social media platforms and through classroom visits.

Person Responsible [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the Reading Achievement Initiative for Scholastic Excellence (RAISE), our school was identified as needing additional support in the area of English Language Arts. Results of the 2021-22 SAT-10 assessment indicate that 41% of students in grades K-2 students scored a stanine of 6-9. By centering our efforts on Standards Aligned Instruction, whole group instruction will be strengthened, thereby resulting in an increase in proficiency by nine percentage points.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the Reading Achievement Initiative for Scholastic Excellence (RAISE), our school was identified as needing additional support in the area of English Language Arts. Results of the 2021 FSA ELA assessment indicate that 38% of students in grades 3-5 students scored below Achievement Level 3, 12 percentage points below the 50% requirement.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If we successfully develop, deliver, and monitor standards-based ELA instruction, then ELA proficient students will increase by a minimum of 12% percentage points as evidenced by the close of the FAST PM3 Administration window (June 2023).

Grades 3-5: Measureable Outcome(s)

If we successfully develop, deliver, and monitor standards-based ELA instruction, then ELA proficient students will increase by a minimum of 12% percentage points as evidenced by the close of the FAST PM3 Administration window (June 2023).

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration and the ELA Instructional Coach will collaborate with ELA teachers for the purposes of planning, utilizing instructional resources such as the updated pacing guides, which include BEST Standards. This team will participate in weekly collaborative planning focused on standards-based instruction, as well as differentiated instruction. Follow-up classroom walk-throughs will be conducted to monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly to teachers and shifts in practice will be evident as a result of these conversations. To that end, student progress will be monitored through data analysis. Specifically, progress monitoring will be tracked for each grade level. Based on the data, student-teacher data chats will occur on a consistent basis, and debriefs will occur accordingly, to adjust instruction.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Cunningham, Tanisha, pr0561@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of ELA, WJ Bryan will center its efforts on the evidence-based practice of: Standards-Based Instruction. In essence, standards-based collaborative planning will enable teachers to share best practices, develop intentional, rigorous lessons, and build capacity in the professionals who participate. These practices will result in improved standards-based lesson implementation, instructional effectiveness, and student achievement. Standards-based instruction will be verified by classroom walk-throughs, a review of student artifacts, and progress monitoring of learner performance.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The utilization of Standards-Based Instruction will ensure that educational professionals plan and deliver rigorous and standards-aligned lessons which will in turn, produce an increase in student achievement. Continuous feedback related to instructional planning, instructional delivery, efficacy in learner products, and assessment performance will enhance instructional delivery and student performance.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>8/31/22-10/11/22 Teachers will participate in weekly collaborative planning, with a focus on standards-based instruction, resulting in instruction that is explicit and scaffolded. Support will be provided by administration and the Instructional Coach to ensure efficacy.</p>	<p>Alexis, Urania, ualexis@dadeschools.net</p>
<p>8/31/22-10/11/22 As evidenced by teacher need and as a result of classroom walk-throughs focused on standards-based instruction, Instructional Coach/teacher collaboration cycles will be implemented to enhance teacher delivery.</p>	<p>Alexis, Urania, ualexis@dadeschools.net</p>
<p>8/31/22-10/11/22 The ELA Instructional Coach will monitor instructional delivery during DI to ensure that data driven decision-making, as discussed in collaborative planning, is being implemented with integrity. Coaching support will be provided as needed.</p>	<p>Cunningham, Tanisha, pr0561@dadeschools.net</p>
<p>8/31/22-10/11/22 Efficacy of instructional practices that are standards-aligned will be reviewed by the teacher and the leadership team during monthly data chats. Additional feedback and support will be discussed, in order to make sure that teaching and learning work to serve the individual needs of all learners.</p>	<p>Cunningham, Tanisha, pr0561@dadeschools.net</p>
<p>10/31/22-12/16/22 Pre-identified students will be provided with a Data Buddy (instructional personnel) that they can meet with on a monthly basis. The purpose of these sessions will be to provide support and encouragement to students and initiate dialogue on how to foster academic growth.</p>	<p>Jasmin, Rose, rjasmin@dadeschools.net</p>
<p>10/31/22-12/16/22 Parents of pre-identified students will meet with administration and the CIS in order to provide baseline and current academic information, as it pertains to learner data and on-going monitoring practices.</p>	<p>Cunningham, Tanisha, pr0561@dadeschools.net</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Internal and external stakeholders will work collaboratively to establish a safe and healthy learning environment for all. We are committed to developing a structured academic setting that caters to the academic and affective needs of all school community members. 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. Faculty and staff are provided with opportunities for team building, sharing successes, and recognition of professional achievements. Our partnerships with families, businesses, and community members are recognized and addressed via our active social media platforms and school website. Parent input is solicited via our monthly EESAC meetings and through our Community Involvement Specialist who serves as a liaison between the school and the community.

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

The school community professionals who are responsible for the promotion of positive school culture and environment include our Principal, Assistant Principal, Instructional Coaches, Lead Teachers, Counselors, and Community Involvement Specialist. The Principal's role, as the instructional leader, is to share the vision and mission of the school and ensure that all proposed strategies effect change in the whole child and the institution. She is also called to provide a voice to all stakeholders and provide timely information to those impacted by our school. 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.