

# W. J. Bryan Elementary



2014-15 School Improvement Plan

## W. J. Bryan Elementary

1201 NE 125TH ST, North Miami, FL 33161

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
96%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
97%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	D

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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. Principal: Milagros Maytin-Miret Assistant Principals: Dr. Charlene Olicker and Mrs. Tanisha N. Cunningham School Hours: W. J. Bryan Elementary School has the following school hours: Pre-K, K, 1st - 8:20 a.m. - 1:50 p.m. Grades 2nd -5th - 8:35 a.m. - 3:05 p.m.

##### Provide the school's vision statement

The vision of W. J. Bryan Elementary School family is to develop a technology rich, literary environment which focuses on harmony and cultural differences, celebrating individual strengths and success. We will strive to lead every child toward becoming a productive and successful member of society by cultivating a love of learning, a joy in reading for pleasure, and the ability to solve problems and think critically, and an appreciation for peace in a changing global society.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As educators, it is imperative that we acknowledge that as individuals, each of us makes sense of the world through our varied cultural lenses. Culture impacts many aspects of who we are; it influences how we communicate, how we interact with others (both socially and professionally), how we learn, et cetera. Each of us brings a set of cultural understandings, perspectives, and expectations to school with us.

With that said, it is significant to acknowledge that schools have a culture, as well. All schools have an established set of protocols and ways of functioning. W.J. Bryan Elementary School recognizes that when the culture of the school reflects the culture of the home or community, the learning environment is more accessible to its students. Our school makes a concerted effort to maintain a culture that empowers the relationship between the school and the home. This is accomplished by structuring an environment in which the school incorporates various aspects of the students' home and community life in the learning process. The administration, faculty and staff work with key stakeholders to provide opportunities to interact before, during and after the school day. These interactions (i.e., workshops, special presentations conducted in the native languages spoken in the home and the community) allow all parties to develop an understanding for the cultural norms that guide student thinking and learning.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

W.J. Bryan Elementary School is cognizant of the fact that a school's environment plays a significant role in how students feel about themselves, their desire to be active participants in their learning -- as well as that of their peers, and how their whole sense of self evolves. A school's climate is demonstrative of its commitment to broadening the vision of learning in the twenty-first century and



reflects its commitment to the infusion of social expectations such as respect, equity, integrity and safety.

Our school strives to provide a safe environment for all, by paying close attention to the security and safety of our campuses. This has been accomplished through the creation of clear policies and procedures for students and staff, regarding conduct. It also includes consistent and effective communication with parents, families, and the school community, as it pertains to safety practices and expectations. For example, this school year, our facilities have instituted a "closed campus" policy, which provides a setting in which student safety has been maximized. Through this effort, administration, faculty and staff are better able to attend to all aspects of daily life in schools. Educators in our buildings are able to ensure safety at specific checkpoints on-site (i.e., bus stops, play areas, the cafeteria, restrooms, corridors, and classrooms).

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

W.J. Bryan Elementary School has instituted a behavior plan that correlates with a positive and proactive approach to behavior. This behavior plan incorporates pertinent school-wide data and the problem-solving method; it is designed to address the needs of most students across all subgroups. Instructional staff frequently review school-wide data, individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. All faculty and staff are expected to adhere to the school-wide discipline plan which includes the following steps: giving verbal warnings, placing phone calls to parent/guardians, issuing a referral to the guidance counselor and finally issuing a referral to an administrator.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

W.J. Bryan Elementary School is comprised of two campuses, and has one school counselor who works closely with the administration in an effort to keep them apprised of various issues that arise with students. The school's Community Involvement Specialist, Social Worker and Psychologist are consulted on an as needed basis. Outside services are encouraged and utilized as needed, by the school based leadership team.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

As an academic institution, W.J. Bryan Elementary School, is committed to fostering an environment that nurtures the whole child. This is particularly significant for those who have been identified as being at-risk or targeted for dropout prevention. In reviewing the data, our school is working to closely monitor those with excessive absences, documented failure in one or more core subject areas, and those who have been previously retained.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	4	7	9	7	7	43
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	11	6	10	20	12	13	72
Level 1 on statewide assessment	0	0	0	47	16	23	86

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Our school uses a host of intervention strategies in order to affect change, as it pertains to students identified in the early warning system. The leadership team, in connection with the School Counselor and Community Involvement Specialist, establish communication with parents early in the school year through Connect-Ed, workshops and an in-school incentive program for students with perfect attendance each month. The leadership team closely monitors the daily attendance bulletin and works closely with the aforementioned parties to promote regular attendance across the grade levels. Reports are pulled and critiqued on a weekly as well as quarterly basis.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

W.J. Bryan Elementary School resides in the heart of North Miami, a thriving metropolis that continues to expand. As a result, our school has been able to create and foster relationships with local business and community leaders, who are committed to partnering with schools in an effort to impact student achievement. Representatives from the surrounding universities (Johnson and Wales, Florida International University), businesses (Museum of Contemporary Art, Costco, Whole Foods) and government agencies (City of North Miami) are frequent participants in school activities and programs, both during and after the school day. Connections have been established with these entities through administration, the School Counselor and the Community Involvement Specialist. These relationships

are initiated through phone contact and followed up with written contact and face-to-face contact, which are nurtured frequently throughout the school year.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Maytin-Miret, Milagros	Principal
Olicker, Charlene	Assistant Principal
Cunningham, Tanisha	Assistant Principal
Barrett, Katya	Instructional Coach
Rice, Lisa	Instructional Coach

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

ADMINISTRATION: Develops a purpose and goals that reflect continuous improvement to meet the needs of Tier 1, 2, and 3 intervention students. Facilitate the process and efforts of the MTSS/RTI Leadership Team and monitors efficiency of the implementation.

READING COACH, MATH COACH AND SCIENCE LIAISONS: Provide guidance on the implementation of the current Florida Sunshine State Standards and research-based instructional strategies. Coaches will assist

instructional staff in data collection and analysis, professional development on differentiating instruction and incorporating remedial activities across the curriculum.

GRADE LEVEL TEACHERS: Provide information about subject area content and align intervention efforts with MTSS/RtI's goals. Facilitate grade level meetings to disaggregate student data, and support weak performing teachers regarding instruction/intervention.

SCHOOL PSYCHOLOGIST: Assists in providing assessments and consultation services for Tier I, Tier 2, and Tier 3 students who are experiencing extreme instructional and/or behavior difficulties.

COUNSELOR: Supplies teachers with emotional, behavioral, and academic strategies to implement with Tier I, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual students.

COMMUNITY INVOLVEMENT SPECIALIST: Communicates with parents regarding school-based RtI plans and activities and assist with providing available services that would serve to support the child's academic, emotional, behavioral and social success.

The MTSS/RTI/RtI Leadership Team meetings will revolve around instituting the FCIM to address deficiencies and enhance strengths. The team will meet bi-weekly to disaggregate current data, identify areas of

weaknesses, develop an action plan to create activities that will attend to individual needs and utilize an evaluative tool that will measure the value of the efforts.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)**

**responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The MTSS/Rtl Leadership Team will use data-based problem-solving processes to set Tier 1-3 goals, and monitor academic and/or behavioral data (to evaluate progress towards those goals), several times per year. The MTSS Problem-Solving process will be used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. This will be accomplished through the following steps:

Holding regular team meetings where problem solving is the sole focus.

Using the four step problem solving process as the basis for goal setting, planning, and program evaluation

during all team meetings that focus on increasing student achievement and/or behavioral success.

Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

Reviewing OPM data for intervention groups to evaluate group and individual student response.

Selecting students for SST Tier 3 intervention, as per SST stipulations.

Consistent monitoring of these processes will be used to drive resource allocation of the school's community.

#### Title I

W.J. Bryan Elementary utilizes Title I revenue to supplement instruction through tutoring services, reducing class size through the hiring of additional personnel and the purchasing of necessary supplies to successfully carry out the objectives of the program. Services are provided to ensure that students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, and ESOL
- training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, implementation and protocols.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners as follows:

- Tutorial Programs (K-5)
- Parent outreach activities (K-5)
- Professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers (K-5),
- Reading and supplementary instructional materials (K-5)
- Successful implementation of the Title III LEP tutorial program for the past four years, in order to

assist our LEP population.

**Title X**

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Milagros Maytin-Miret	Principal
Alan Seidman	Business/Community
Claudinne Cerveira	Business/Community
Daniella Charles	Parent
Danielle Darucaud	Education Support Employee
Ellee Klics	Teacher
Synthia Elvoit	Student
Florence Florestan	Parent
Ileana Rodriguez	Parent
June Johnson - Union Steward	Teacher
Lissette Reigosa	Teacher
Marie Denise Casimir	Parent
Mona Schraffa	Teacher
Noah Kahn	Business/Community
Roselia Martinez	Teacher
Vermelle Wright	Teacher
Erica Dervil	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

The School Advisory Council reviews school data (i.e., standardized assessments, behavioral) on a monthly basis. At the beginning of each school year, the SAC re-evaluates salient details of the previous school year's School Improvement Plan (SIP), in an effort to determine areas of progress, areas of weakness and a course of action. This conversation is followed up with a discussion on ways in which the SAC might be instrumental in helping the school community enhance its student achievement goals.

*Development of this school improvement plan*

The School Advisory Council worked closely with the leadership teams (administration, LLT, MTSS/ RtI) to help create the School Improvement Plan. These teams received on-going support and input from the SAC and monitored/adjusted the school's academic goals through the gathering and analysis of all data. The leadership teams continuously reviewed the integrity of all instruction, as well as provided academic support and interventions to specific students, based on the data and teacher input. This information was shared with the SAC on a monthly basis.

*Preparation of the school's annual budget and plan*

The SAC reviews available funding at the onset of each school year and discusses the use of provided dollars on a monthly basis. During these conversations, all members have an opportunity to provide input on how school funds are utilized and why. Teachers and/or school committees that are requesting funds directly from the SAC must provide a written outline of how allotted funds will be utilized in order to maximize student achievement and growth; a process which is also reviewed during monthly meetings.

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

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

FCAT Incentives - \$500.00

Curriculum-Based Initiatives - \$3000.00

Total - \$3,500.00

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Maytin-Miret, Milagros	Principal
Cunningham, Tanisha	Assistant Principal
Barrett, Katya	Instructional Coach
Rice, Lisa	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

The goal of the team is to help the school familiarize themselves with the implementation process and learn about the current teaching practices so they can guide the implementation of literacy at the school site. The implementation of this model is critical in helping the school to understand individual student's needs. In addition, teachers will receive professional development in the areas of:

- Creating and developing a school based literacy plan of action.
- Using research based curriculum and assessments.
- Integrating daily read-alouds in all content area classes.
- Analyzing data to revise instruction based on student weaknesses.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Part of building a successful school is encouraging positive working relationships amongst educators. The school works to promote a supportive, professional culture that thrives on the sharing of best instructional methods in an space of collegiality, trust, and shared mission. This is accomplished through professional group activities and team building initiatives, which take place throughout the school year. Teachers have common planning time, based on their departmentalization needs. Administration and the instructional coaches are present at each of these weekly meetings, in order to assist with any overarching instructional concerns and to keep abreast of curricular developments/updates being shared out from region and district meetings.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Teacher recruitment and retention is a significant component in maintaining continuity in the learning environment. To this end, the Leadership Team works diligently to support all staff members in obtaining success. This effort includes but is not limited to: informing professionals about META compliance workshops offered through the District. Moreover, these individuals are assigned to the Reading Coach and Assistant Principals to ensure completion of requirements for instructional certification process.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

In an effort to ensure that all novice teachers are provided with the appropriate undergirding, the school's Leadership Team engages in the following activities:

Regular monthly meetings of new teachers with Administrative staff.

Regular weekly meetings and planning sessions with Reading Coach, Math Coach and Science Liaison.

Common weekly grade level planning sessions.

Modeling and mentoring sessions, scheduled monthly with Reading Coach, Math Coach, Science Liaison and peer teacher.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

W.J. Bryan Elementary School employs a variety of strategies to ensure fidelity in its core instructional programs. Teachers work closely with the instructional coaches and administration to design lessons that are aligned to the state standards. The purpose of this effort is to produce instructional activities that correlate with state benchmarks. Administrators and the instructional coaches also conduct regular classroom walk-throughs to ensure teachers are aligning their instruction. Finally, the data from district-based assessments is reviewed by the leadership team and teachers, in order to maximize academic progress.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Student achievement data is examined multiple times throughout the instructional year. Initial data is used to provide teachers with a platform by which they can differentiate instruction, according to demonstrated ability. Data gleaned from district and state evaluations is reviewed on a quarterly basis by the leadership team and teachers, to assess academic progress and make modifications, as necessary. Students demonstrating difficulty in establishing proficiency are targeted for assistance through in-school intervention, which is administered on a weekly basis, for a minimum of thirty minutes each day.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy: After School Program**

**Minutes added to school year: 3,840**

In an effort to enhance the learning process, our school provides After School tutoring for our ELL students. This is accomplished through an annual grant, offered through the school district. Teachers provide additional support in the areas of Reading, Mathematics and Science, utilizing district-based curriculum, provided through the Bilingual Department.

**Strategy Rationale**

This strategy allows those students who are in the ELL process to gain additional exposure to curriculum that will improve learning and achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Cunningham, Tanisha, tdrummond@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

In order to ascertain the effectiveness of this program, student performance with the use of said curriculum is cross-referenced with individual performance on district-required assessment markers (i.e., Baseline Interim Assessment).

**Strategy: Weekend Program**

**Minutes added to school year: 3,840**

In an effort to enhance the learning process, our school provides Saturday Academy tutoring for our lowest 25% students. Through this endeavor, teachers provide additional support in the areas of Reading, Writing, Mathematics and Science, utilizing district-based curriculum, provided through the district counterparts.

**Strategy Rationale**

This strategy allows those students who are in have demonstrated areas of weakness to gain additional exposure to curriculum that will improve learning and achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Maytin-Miret, Milagros, pr0561@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

In order to ascertain the effectiveness of this program, student performance with the use of said curriculum is cross-referenced with individual performance on district-required assessment markers (i.e., Baseline Interim Assessment).

## Student Transition and Readiness

### PreK-12 Transition

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

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

As a member of the "Ready Schools" Program Network, W.J. Bryan Elementary works in cooperation with the area families in order to provide them with important information about their children's language arts and social skills. This mutual cooperation should result in the increased reading readiness of the students

entering the W.J. Bryan pre-kindergarten and kindergarten classrooms.

Annual pre-kindergarten orientations allow both parents and students to familiarize themselves with the school, its programs and activities. The orientation also gives the pre-kindergarten and kindergarten teachers an opportunity to talk to parents about the readiness skills students will be expected to have. In addition, activities and strategies that can be used over the summer at home are discussed, to insure that their child will be a successful student. Parents are also advised about the skills their children will be taught in the incoming school year.

The Florida Kindergarten Readiness Screener (FLKRS) is administered to all beginning kindergarten students to determine their readiness level. It also provides the teachers with an opportunity to closely monitor the students' learning styles and behavioral patterns. Teacher designed tests and the new Florida Assessment In Reading (FAIR) test will be used throughout the school year to monitor progress and adjust instruction.

Students entering the kindergarten program are administered the Building Early Language Bell and Literacy screening (BELL) to determine their recognition of numbers, letters, rhyming, and beginning sounds. The MDCPS Reading Series is used to monthly assess students on their progress and adjust instruction accordingly.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

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

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we place greater emphasis on instructional preparation, then our school will be able to demonstrate an increase in student achievement by improving core instruction in all content areas.
- G2.** Our goal is to increase student achievement by reducing at-risk behaviors in our school community.
- G3.** Our goal is to increase STEM experiences and support curricular and extra-curricular STEM opportunities for students.
- G4.** Parental Involvement: Please see the Title I Parental Involvement Plan (PIP).

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If we place greater emphasis on instructional preparation, then our school will be able to demonstrate an increase in student achievement by improving core instruction in all content areas. 1a

G049944

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - African American	61.0
AMO Reading - SWD	46.0
AMO Math - All Students	67.0
AMO Math - African American	65.0
AMO Math - Hispanic	71.0
AMO Math - ELL	59.0
AMO Math - SWD	53.0
FCAT 2.0 Science Proficiency	38.0

**Resources Available to Support the Goal** 2

- Reading Coach
- Go Math Series, i-Ready, Gizmos, Reflex, Discovery Education Videos
- Mathematics Manipulatives
- Mathematics Coach
- Item Specifications
- Pacing Guides, Year-at-a-Glance, FCAT Item Specifications, Scope and Sequence
- CER Tasks, AIMS Activity Books, Essential Labs

**Targeted Barriers to Achieving the Goal** 3

- Limited demonstration of rigor in the design and delivery of the instruction.

**Plan to Monitor Progress Toward G1.** 8

Disaggregate data from Interim Assessments and Florida Standards Assessment.

**Person Responsible**

Milagros Maytin-Miret

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Reports from ThinkGate, Reports from FSA.

**G2.** Our goal is to increase student achievement by reducing at-risk behaviors in our school community.

1a

G050273

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	7.0
One or More Suspensions	1.0
Non-proficient Reading by Grade 03	40.0

**Resources Available to Support the Goal** 2

- School Personnel (School Counselor, Community Involvement Specialist)
- School-Wide Incentive Programs

**Targeted Barriers to Achieving the Goal** 3

- Students who miss 10 % or more of available instructional time.

**Plan to Monitor Progress Toward G2.** 8

Student Attendance Reports, Student Performance Data

**Person Responsible**

Milagros Maytin-Miret

**Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Daily Attendance Bulletins, Teacher Communication Logs, School Counselor Communication Logs, Community Involvement Specialist Communication Logs, Student Achievement Data.

**G3.** Our goal is to increase STEM experiences and support curricular and extra-curricular STEM opportunities for students. **1a**

 G050363

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	38.0

**Resources Available to Support the Goal** **2**

- Curriculum Support Specialist
- Technology - Promethean Boards, Discovery Education, Gizmos

**Targeted Barriers to Achieving the Goal** **3**

- Reliability of available technology and limited opportunities to engage in STEM-related business and community initiatives.

**Plan to Monitor Progress Toward G3.** **8**

Student Performance Data in Mathematics and Science.

**Person Responsible**

Milagros Maytin-Miret

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Results from District-Based Assessments and the State Standardized Assessment.

**G4.** Parental Involvement: Please see the Title I Parental Involvement Plan (PIP). **1a**

 G050883

**Targets Supported** **1b**

Indicator	Annual Target
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**Resources Available to Support the Goal** **2**

**Targeted Barriers to Achieving the Goal** **3**

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** If we place greater emphasis on instructional preparation, then our school will be able to demonstrate an increase in student achievement by improving core instruction in all content areas. **1**

 G049944

**G1.B1** Limited demonstration of rigor in the design and delivery of the instruction. **2**

 B125018

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as result of rigorous, purposeful and engaging instructional strategies. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S136929

### Strategy Rationale

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

### Action Step 1 **5**

Provide professional development on the implementation of the Language Arts Florida Standards, comprehensive lesson planning, purpose driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

#### Person Responsible

Katya Barrett

#### Schedule

Quarterly, from 9/9/2014 to 6/1/2015

#### Evidence of Completion

Sign-In Sheets from weekly meetings, Agendas, Lesson Plans

### Action Step 2 5

Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.

**Person Responsible**

Katya Barrett

**Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Lesson Plans, Classroom Walk-Throughs, Reading Coach's Documentation

### Action Step 3 5

Implement and monitor an Instructional Framework that follows explicit instruction and the effective use of small group instruction to target students' needs.

**Person Responsible**

Katya Barrett

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Classroom Walk-Throughs, Classroom Observations, Student Artifacts (Journals, Work Folders, Assessments)

### Action Step 4 5

Identify instructional focus, Daily Learning Targets (DLTs), and essential question aligned to the standards.

**Person Responsible**

Katya Barrett

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

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



### Action Step 5 5

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

**Person Responsible**

Katya Barrett

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

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

### Action Step 6 5

Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, planning cards, and create lesson plans including work products and higher order questions aligned to the standards.

**Person Responsible**

Katya Barrett

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

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

### Action Step 7 5

Plan for and provide opportunities for students to engage in student accountable talk (collaborative conversations) to defend answers and cite evidence from text.

**Person Responsible**

Katya Barrett

**Schedule**

Daily, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

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

### Action Step 8 5

Increase the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

**Person Responsible**

Katya Barrett

**Schedule**

Daily, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

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

### Action Step 9 5

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

**Person Responsible**

Milagros Maytin-Miret

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

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

### Action Step 10 5

Consistently monitor common planning and the implementation of the use of lesson planning and delivery.

**Person Responsible**

Katya Barrett

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

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

### Action Step 11 5

Hold individual data chats with teachers and students to set goals following each assessment.

**Person Responsible**

Lisa Rice

**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Data Binders, Student DI Folders, Data Tracking Sheet

### Action Step 12 5

Use relevant and current data to create flexible student groups for DI during the Mathematics instructional block.

**Person Responsible**

Lisa Rice

**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Data Binders, Student DI Folders, Data Tracking Sheet

### Action Step 13 5

Plan for and provide differentiated instruction that is aligned to students' specific needs.

**Person Responsible**

Lisa Rice

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Data Binders, Student DI Folders, Data Tracking Sheet

**Action Step 14** 5

Select appropriate resources when providing to remediate.

**Person Responsible**

Lisa Rice

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Data Binders, Student DI Folders, Data Tracking Sheet

**Action Step 15** 5

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, Scope and Sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

**Person Responsible**

Charlene Olicker

**Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.

**Action Step 16** 5

Create a Science Instructional Framework with an emphasis on explicit instruction and student-generated work.

**Person Responsible**

Tanisha Cunningham

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Instructional Framework tailored to each teacher's instructional block.

**Action Step 17** 5

Provide professional development to teachers on “unwrapping the benchmarks” in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.

**Person Responsible**

Tanisha Cunningham

**Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.

**Action Step 18** 5

Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.

**Person Responsible**

Tanisha Cunningham

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Science Curriculum Support Specialist will facilitate planning sessions to create lesson plans that are focused and aligned to standards.

### Action Step 19 **5**

Model the delivery of instruction, designed as a result of “unwrapping the benchmark” with a focus on utilizing topical questions and essential questions to drive instruction.

#### **Person Responsible**

Tanisha Cunningham

#### **Schedule**

Every 6 Weeks, from 9/9/2014 to 12/5/2014

#### **Evidence of Completion**

Delivery of instruction provides evidence of the use of a variety of resources and tasks aligned to standards.

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

Closely monitor student performance data, as it becomes available.

#### **Person Responsible**

Milagros Maytin-Miret

#### **Schedule**

Monthly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Interim Assessment data, state standardized assessment data

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 **7**

Leadership Team will monitor and review student and teacher related data, as it becomes available.

#### **Person Responsible**

Milagros Maytin-Miret

#### **Schedule**

Monthly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Individual student data, class data, grade-level data, school-wide data.

**G2.** Our goal is to increase student achievement by reducing at-risk behaviors in our school community. 1

G050273

**G2.B1** Students who miss 10 % or more of available instructional time. 2

B126159

**G2.B1.S1** Student attendance will be monitored through school-wide initiatives that promote regular attendance. 4

S138069

### Strategy Rationale

There is an abundance of research to support the correlation between student attendance and academic achievement. Chronic absenteeism has been shown to result in dire consequences for our children, particularly those in the lower socioeconomic status.

### Action Step 1 5

Identify students in all grades who demonstrate excessive tardies and absences in a marking period (five or more).

#### Person Responsible

Rose Jasmin

#### Schedule

Weekly, from 9/9/2014 to 11/26/2014

#### Evidence of Completion

Daily Attendance Reports

### Action Step 2 5

Establish and maintain communication with the families of students (K-5) who demonstrate excessive tardies and absences in a marking period.

#### Person Responsible

Rose Jasmin

#### Schedule

Weekly, from 9/9/2014 to 11/26/2014

#### Evidence of Completion

Communication Logs, Home Visitation Logs

### Action Step 3 **5**

Monitor the attendance of students who demonstrate academic declines, due to chronic absenteeism.

**Person Responsible**

Charlene Olicker

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Daily Attendance Reports, COGNOS Reports, Student Progress Reports, Student Report Cards

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Identify students that present at-risk behaviors and target them for in-school support as well as community resources.

**Person Responsible**

Rose Jasmin

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Communication Logs from School Counselor and Community Involvement Specialist.

### Plan to Monitor Effectiveness of Implementation of G2.B1.S1 **7**

Students presenting with at-risk behaviors will be monitored through consistent communication with Student Services team to determine success of the School-Wide Incentives Program, with an emphasis on consistent attendance.

**Person Responsible**

Charlene Olicker

**Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Attendance Reports available from the Principal's Portal.



**G3.** Our goal is to increase STEM experiences and support curricular and extra-curricular STEM opportunities for students. **1**

G050363

**G3.B1** Reliability of available technology and limited opportunities to engage in STEM-related business and community initiatives. **2**

B126166

**G3.B1.S1** The students will be given additional support in the integration of technology and literacy in the learning environment through writing, talking, and reading of Science, Technology and Mathematics. **4**

S138081

### Strategy Rationale

Students who are exposed to STEM experiences as early as the elementary stage, supports our goal of fostering life-long learners. During the school day, students will be provided with opportunities to engage in STEM Practices as part of their ongoing classroom instruction.

### Action Step 1 **5**

Incorporate STEM activities into school community through the learning experiences provided in by Museums Magnet Program.

#### Person Responsible

Maribel Trujillo-Fruitstone

#### Schedule

Monthly, from 9/9/2014 to 11/26/2014

#### Evidence of Completion

Student Work Products, Museum Magnet Exhibition Nights

### Action Step 2 **5**

Apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges.

#### Person Responsible

Maribel Trujillo-Fruitstone

#### Schedule

On 11/26/2014

#### Evidence of Completion

Student Work Products, Museum Magnet Exhibition Nights

### Action Step 3 5

Review student data on mastery of STEM concepts and goals.

**Person Responsible**

Tanisha Cunningham

**Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Lesson Plans and Activities, Student Work Folders, Student Work Products

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor participation in STEM-related activities such as: Science Fair, Fairchild Challenge and other Project Based Learning activities.

**Person Responsible**

Tanisha Cunningham

**Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

### Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Increase student opportunities for exposure to STEM-based learning through Museums Magnet Program activities and projects.

**Person Responsible**

Tanisha Cunningham

**Schedule**

Semiannually, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Lesson plans, field trips, STEM-based projects, student achievement data.

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

**Dade - 0561 - W. J. Bryan Elementary - 2014-15 SIP**  
*W. J. Bryan Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development on the implementation of the Language Arts Florida Standards, comprehensive lesson planning, purpose driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.	Barrett, Katya	9/9/2014	Sign-In Sheets from weekly meetings, Agendas, Lesson Plans	6/1/2015 quarterly
G2.B1.S1.A1	Identify students in all grades who demonstrate excessive tardies and absences in a marking period (five or more).	Jasmin, Rose	9/9/2014	Daily Attendance Reports	11/26/2014 weekly
G3.B1.S1.A1	Incorporate STEM activities into school community through the learning experiences provided in by Museums Magnet Program.	Trujillo-Fruitstone, Maribel	9/9/2014	Student Work Products, Museum Magnet Exhibition Nights	11/26/2014 monthly
G1.B1.S1.A2	Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.	Barrett, Katya	9/9/2014	Lesson Plans, Classroom Walk-Throughs, Reading Coach's Documentation	11/26/2014 quarterly
G2.B1.S1.A2	Establish and maintain communication with the families of students (K-5) who demonstrate excessive tardies and absences in a marking period.	Jasmin, Rose	9/9/2014	Communication Logs, Home Visitation Logs	11/26/2014 weekly
G3.B1.S1.A2	Apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges.	Trujillo-Fruitstone, Maribel	9/9/2014	Student Work Products, Museum Magnet Exhibition Nights	11/26/2014 one-time
G1.B1.S1.A3	Implement and monitor an Instructional Framework that follows explicit instruction and the effective use of small group instruction to target students' needs.	Barrett, Katya	9/9/2014	Classroom Walk-Throughs, Classroom Observations, Student Artifacts (Journals, Work Folders, Assessments)	11/26/2014 weekly
G2.B1.S1.A3	Monitor the attendance of students who demonstrate academic declines, due to chronic absenteeism.	Olicker, Charlene	9/9/2014	Daily Attendance Reports, COGNOS Reports, Student Progress Reports, Student Report Cards	11/26/2014 weekly
G3.B1.S1.A3	Review student data on mastery of STEM concepts and goals.	Cunningham, Tanisha	9/9/2014	Lesson Plans and Activities, Student Work Folders, Student Work Products	11/26/2014 quarterly
G1.B1.S1.A4	Identify instructional focus, Daily Learning Targets (DLTs), and essential question aligned to the standards.	Barrett, Katya	9/9/2014	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	11/26/2014 weekly
G1.B1.S1.A5	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Barrett, Katya	9/9/2014	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	11/26/2014 weekly
G1.B1.S1.A6	Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, planning cards, and create lesson plans including work products and higher order questions aligned to the standards.	Barrett, Katya	9/9/2014	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	11/26/2014 weekly
G1.B1.S1.A7	Plan for and provide opportunities for students to engage in student accountable talk (collaborative conversations) to defend answers and cite evidence from text.	Barrett, Katya	9/9/2014	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	11/26/2014 daily
G1.B1.S1.A8	Increase the effective use of lesson planning and delivery to include all components of the Gradual Release	Barrett, Katya	9/9/2014	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	11/26/2014 daily

**Dade - 0561 - W. J. Bryan Elementary - 2014-15 SIP**  
*W. J. Bryan Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Model with a clear focus aligned to the standard.				
G1.B1.S1.A9	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Maytin-Miret, Milagros	9/9/2014	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	11/26/2014 weekly
G1.B1.S1.A10	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Barrett, Katya	9/9/2014	Classroom Walk-Throughs, Classroom Observations, Reading Coach's Documentation	11/26/2014 weekly
G1.B1.S1.A11	Hold individual data chats with teachers and students to set goals following each assessment.	Rice, Lisa	9/9/2014	Data Binders, Student DI Folders, Data Tracking Sheet	11/26/2014 biweekly
G1.B1.S1.A12	Use relevant and current data to create flexible student groups for DI during the Mathematics instructional block.	Rice, Lisa	9/9/2014	Data Binders, Student DI Folders, Data Tracking Sheet	11/26/2014 biweekly
G1.B1.S1.A13	Plan for and provide differentiated instruction that is aligned to students' specific needs.	Rice, Lisa	9/9/2014	Data Binders, Student DI Folders, Data Tracking Sheet	11/26/2014 weekly
G1.B1.S1.A14	Select appropriate resources when providing to remediate.	Rice, Lisa	9/9/2014	Data Binders, Student DI Folders, Data Tracking Sheet	11/26/2014 monthly
G1.B1.S1.A15	Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, Scope and Sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.	Olicker, Charlene	9/9/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.	11/26/2014 quarterly
G1.B1.S1.A16	Create a Science Instructional Framework with an emphasis on explicit instruction and student-generated work.	Cunningham, Tanisha	9/9/2014	Instructional Framework tailored to each teacher's instructional block.	11/26/2014 weekly
G1.B1.S1.A17	Provide professional development to teachers on "unwrapping the benchmarks" in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.	Cunningham, Tanisha	9/9/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.	11/26/2014 quarterly
G1.B1.S1.A18	Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.	Cunningham, Tanisha	9/9/2014	Science Curriculum Support Specialist will facilitate planning sessions to create lesson plans that are focused and aligned to standards.	11/26/2014 monthly
G1.B1.S1.A19	Model the delivery of instruction, designed as a result of "unwrapping the benchmark" with a focus on utilizing topical questions and essential questions to drive instruction.	Cunningham, Tanisha	9/9/2014	Delivery of instruction provides evidence of the use of a variety of resources and tasks aligned to standards.	12/5/2014 every-6-weeks
G1.MA1	Disaggregate data from Interim Assessments and Florida Standards Assessment.	Maytin-Miret, Milagros	9/9/2014	Reports from ThinkGate, Reports from FSA.	11/26/2014 monthly
G1.B1.S1.MA1	Leadership Team will monitor and review student and teacher related data, as it becomes available.	Maytin-Miret, Milagros	9/9/2014	Individual student data, class data, grade-level data, school-wide data.	11/26/2014 monthly
G1.B1.S1.MA1	Closely monitor student performance data, as it becomes available.	Maytin-Miret, Milagros	9/9/2014	Interim Assessment data, state standardized assessment data	11/26/2014 monthly
G2.MA1	Student Attendance Reports, Student Performance Data	Maytin-Miret, Milagros	9/9/2014	Daily Attendance Bulletins, Teacher Communication Logs, School	11/26/2014 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Counselor Communication Logs, Community Involvement Specialist Communication Logs, Student Achievement Data.	
G2.B1.S1.MA1	Students presenting with at-risk behaviors will be monitored through consistent communication with Student Services team to determine success of the School-Wide Incentives Program, with an emphasis on consistent attendance.	Olicker, Charlene	9/9/2014	Attendance Reports available from the Principal's Portal.	11/26/2014 quarterly
G2.B1.S1.MA1	Identify students that present at-risk behaviors and target them for in-school support as well as community resources.	Jasmin, Rose	9/9/2014	Communication Logs from School Counselor and Community Involvement Specialist.	11/26/2014 monthly
G3.MA1	Student Performance Data in Mathematics and Science.	Maytin-Miret, Milagros	9/9/2014	Results from District-Based Assessments and the State Standardized Assessment.	11/26/2014 monthly
G3.B1.S1.MA1	Increase student opportunities for exposure to STEM-based learning through Museums Magnet Program activities and projects.	Cunningham, Tanisha	9/9/2014	Lesson plans, field trips, STEM-based projects, student achievement data.	11/26/2014 semiannually
G3.B1.S1.MA1	Monitor participation in STEM-related activities such as: Science Fair, Fairchild Challenge and other Project Based Learning activities.	Cunningham, Tanisha	9/9/2014	Classroom Walk-Throughs, Classroom Observations, Student Work Samples.	11/26/2014 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we place greater emphasis on instructional preparation, then our school will be able to demonstrate an increase in student achievement by improving core instruction in all content areas.

**G1.B1** Limited demonstration of rigor in the design and delivery of the instruction.

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as result of rigorous, purposeful and engaging instructional strategies. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### PD Opportunity 1

Provide professional development on the implementation of the Language Arts Florida Standards, comprehensive lesson planning, purpose driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

#### Facilitator

Reading Coach/Administration

#### Participants

Classroom teachers

#### Schedule

Quarterly, from 9/9/2014 to 6/1/2015

### PD Opportunity 2

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, Scope and Sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

#### Facilitator

Curriculum Support Specialist, Assistant Principal

#### Participants

Classroom Teachers

#### Schedule

Quarterly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 3**

Provide professional development to teachers on “unwrapping the benchmarks” in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.

#### **Facilitator**

Curriculum Support Specialist, Assistant Principal

#### **Participants**

Classroom Teachers

#### **Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

## Technical Assistance Items

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

**G1.** If we place greater emphasis on instructional preparation, then our school will be able to demonstrate an increase in student achievement by improving core instruction in all content areas.

**G1.B1** Limited demonstration of rigor in the design and delivery of the instruction.

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as result of rigorous, purposeful and engaging instructional strategies. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### **PD Opportunity 1**

Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.

#### **Facilitator**

Reading Coach/Administration

#### **Participants**

Classroom teachers

#### **Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 2**

Implement and monitor an Instructional Framework that follows explicit instruction and the effective use of small group instruction to target students' needs.

#### **Facilitator**

Reading Coach/District Personnel

#### **Participants**

Classroom teachers

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014



### **PD Opportunity 3**

Identify instructional focus, Daily Learning Targets (DLTs), and essential question aligned to the standards.

#### **Facilitator**

Reading Coach/Curriculum Support Specialists

#### **Participants**

Classroom teachers

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 4**

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

#### **Facilitator**

Reading Coach/Administration

#### **Participants**

Classroom teachers

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 5**

Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, planning cards, and create lesson plans including work products and higher order questions aligned to the standards.

#### **Facilitator**

Reading Coach/Curriculum Support Specialist

#### **Participants**

Classroom teachers

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 6**

Plan for and provide opportunities for students to engage in student accountable talk (collaborative conversations) to defend answers and cite evidence from text.

#### **Facilitator**

Reading Coach/Curriculum Support Specialist

#### **Participants**

Classroom Teachers

#### **Schedule**

Daily, from 9/9/2014 to 11/26/2014

### **PD Opportunity 7**

Increase the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

#### **Facilitator**

Reading Coach/Administration

#### **Participants**

Classroom Teachers

#### **Schedule**

Daily, from 9/9/2014 to 11/26/2014

### **PD Opportunity 8**

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

#### **Facilitator**

Reading Coach/Administration

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 9**

Consistently monitor common planning and the implementation of the use of lesson planning and delivery.

#### **Facilitator**

Reading Coach/Administration

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 10**

Hold individual data chats with teachers and students to set goals following each assessment.

#### **Facilitator**

Mathematics Coach, Curriculum Support Specialist

#### **Participants**

Classroom Teachers

#### **Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 11**

Use relevant and current data to create flexible student groups for DI during the Mathematics instructional block.

#### **Facilitator**

Mathematics Coach, Curriculum Support Specialist

#### **Participants**

Classroom Teachers

#### **Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 12**

Plan for and provide differentiated instruction that is aligned to students' specific needs.

#### **Facilitator**

Mathematics Coach, Curriculum Support Specialist

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 13**

Select appropriate resources when providing to remediate.

#### **Facilitator**

Mathematics Coach, Curriculum Support Specialist

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 14**

Create a Science Instructional Framework with an emphasis on explicit instruction and student-generated work.

#### **Facilitator**

Curriculum Support Specialist, Assistant Principal

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 15**

Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.

#### **Facilitator**

Curriculum Support Specialist, Assistant Principal

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 9/9/2014 to 11/26/2014

### **PD Opportunity 16**

Model the delivery of instruction, designed as a result of “unwrapping the benchmark” with a focus on utilizing topical questions and essential questions to drive instruction.

#### **Facilitator**

Curriculum Support Specialist, Assistant Principal

#### **Participants**

Classroom Teachers

#### **Schedule**

Every 6 Weeks, from 9/9/2014 to 12/5/2014

**G2.** Our goal is to increase student achievement by reducing at-risk behaviors in our school community.

**G2.B1** Students who miss 10 % or more of available instructional time.

**G2.B1.S1** Student attendance will be monitored through school-wide initiatives that promote regular attendance.

**PD Opportunity 1**

Identify students in all grades who demonstrate excessive tardies and absences in a marking period (five or more).

**Facilitator**

School Counselor, Community Involvement Specialist

**Participants**

Faculty and Staff

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**PD Opportunity 2**

Establish and maintain communication with the families of students (K-5) who demonstrate excessive tardies and absences in a marking period.

**Facilitator**

School Counselor, Community Involvement Specialist

**Participants**

Faculty and Staff

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

### PD Opportunity 3

Monitor the attendance of students who demonstrate academic declines, due to chronic absenteeism.

#### Facilitator

School Counselor, Community Involvement Specialist

#### Participants

Faculty and Staff

#### Schedule

Weekly, from 9/9/2014 to 11/26/2014

**G3.** Our goal is to increase STEM experiences and support curricular and extra-curricular STEM opportunities for students.

**G3.B1** Reliability of available technology and limited opportunities to engage in STEM-related business and community initiatives.

**G3.B1.S1** The students will be given additional support in the integration of technology and literacy in the learning environment through writing, talking, and reading of Science, Technology and Mathematics.

### PD Opportunity 1

Incorporate STEM activities into school community through the learning experiences provided in by Museums Magnet Program.

#### Facilitator

Museums Magnet Lead Teacher

#### Participants

Classroom Teachers, Students

#### Schedule

Monthly, from 9/9/2014 to 11/26/2014

## **PD Opportunity 2**

Apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges.

### **Facilitator**

Museums Magnet Lead Teacher, Museum Partnership Representatives

### **Participants**

Classroom Teachers, Students

### **Schedule**

On 11/26/2014

## **PD Opportunity 3**

Review student data on mastery of STEM concepts and goals.

### **Facilitator**

Curriculum Support Specialist, Assistant Principal

### **Participants**

Classroom Teachers

### **Schedule**

Quarterly, from 9/9/2014 to 11/26/2014



## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> If we place greater emphasis on instructional preparation, then our school will be able to demonstrate an increase in student achievement by improving core instruction in all content areas.	15,000
<b>Grand Total</b>	<b>15,000</b>

Goal 1: If we place greater emphasis on instructional preparation, then our school will be able to demonstrate an increase in student achievement by improving core instruction in all content areas.		
Description	Source	Total
<b>B1.S1.A1</b>	Title I Part A	5,000
<b>B1.S1.A15</b>	Title I Part A	5,000
<b>B1.S1.A17</b>	Title I Part A	5,000
<b>Total Goal 1</b>		<b>15,000</b>