

W. J. Bryan Elementary

1201 NE 125TH ST, North Miami, FL 33161

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

School Demographics

School Type and Grades Served (per MSID File) Elementary School PK-5	2016-17 Title I School Yes	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 95%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2016-17 Minority Rate (Reported as Non-white on Survey 2) 96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for W. J. Bryan Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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, 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.

b. 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 our 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. Our 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.

W.J. Bryan Elementary 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).

c. 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.

d. 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 has one school counselor, as well as a Community Involvement Specialist, who work closely with the administration in an effort to keep them apprised of various issues that arise within the lives of students. Our school's 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 previous retained.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	2	11	6	27	12	11	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	1	16	13	31	35	45	0	0	0	0	0	0	0	141

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	18	12	14	32	44	0	0	0	0	0	0	0	122

c. 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 resources from the i-Attend platform, Connect-Ed, parent 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

In an effort to establish and maintain positive relationships with all parents/guardians in our school community, W.J. Bryan Elementary has developed a host of programs and activities before, during and after the instructional school day. The leadership team works closely with key members of the faculty and staff (i.e., School Counselor, Community Involvement Specialist, Lead Magnet Teacher) to provide families with current information that impacts student learning and achievement. This may include, but is not limited to: parent workshops on how to ensure student success, as it pertains to in-class performance, as well as on standardized assessments; parent meetings that address the correlation between regular student attendance and student achievement; how to maximize the resources found in both the student and parent portals; and navigating the volunteer process.

2. 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 is housed 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, Barry University, 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Maytin-Miret, Milagros	Principal
Cunningham, Tanisha	Assistant Principal
Barrett, Katya	Instructional Coach
Harrell, Jr.	Instructional Coach
Robert, Ruth	Teacher, K-12
Trujillo-Fruitstone, Maribel	Teacher, K-12
Jasmin, Rose	Guidance Counselor
Darucaud, Marie Danielle	Other
Roberson, Paulette	Teacher, K-12

b. Duties

1. 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 LIAISON (ROBERSON): 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.

COUNSELOR: Supplies teachers with emotional, behavioral, and academic strategies to implement

with Tier I, Tier 2, and Tier 3 students. Progress monitoring will be ongoing 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. Also conducts parents workshops/trainings to keep parents and guardians abreast of educational developments that may impact the children in our school community.

The MTSS/RtI/RtI Leadership Team meetings will revolve around instituting the Florida Continuous Improvement Model (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.

2. 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/RtI 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 receiving appropriate supplemental Tier II intervention;
- Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier II problem solving process after each OPM;
- Reviewing OPM data for intervention groups to evaluate group and individual student response
- Selecting students for SST Tier III intervention;
- Consistent monitoring of these processes will be used to drive resource allocation of the school's community;
- The School Psychologist assists in providing assessments and consultation services for Tier I, Tier II, and Tier III students who are experiencing extreme instructional and/or behavior difficulties.

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. 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. Additionally, 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 students found to be "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 III

In order to improve the educational experiences of immigrant and English Language Learners, the following support services are provided at W.J. Bryan Elementary School:

- 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

- In accordance with district mandates and tenets, the Homeless Assistance Program utilized at W.J. Bryan seeks to ensure a successful educational experience for students who are in transition, by collaborating with parents, schools, and appropriate agencies with the local community.
- Upon learning of a child's homeless or displaced status, the Community Involvement Specialist works with the necessary parties to provide the student and family in question with available services and resources. This effort is managed largely in part through our relationship with district-based departments such as Project Upstart and the Homeless Children & Youth Program.
- The Community Involvement Specialist/Homeless Liaison provides training for our school's Registrar on the procedures for enrolling homeless students and for our School Counselor on the McKinney Vento Homeless Assistance Act. These information sessions work to ensure discretion and expect that our students in transition will not be stigmatized or separated, segregated, or isolated based on their status as homeless or displaced.
shelters in the community.
- The Community Involvement Specialist and School Counselor also work collaboratively to obtain information shared out at community organization meetings and local and district-based task forces, as it relates to homeless children and youth, so that they can become well-versed in the specific details of the McKinney-Vento Law; thus, ensuring appropriate services are provided to homeless or displaced students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Milagros Maytin-Miret	Principal
Alan Seidman	Business/Community
Danielle Darucaud	Education Support Employee
June Johnson - Union Steward	Teacher
Roselia Martinez	Teacher
Lily Rodriguez	Parent
Benita Jean Charles	Parent
Maritza Sanchez	Teacher
Weslyn Joseph	Teacher
Kiona Bolton	Business/Community
Sandra Martinez	Parent
Eva Flores	Parent
Matthew Cameron	Parent
Erticha Dass	Student
Rhea Foy	Parent
Ray Newlands "Short Chef"	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews school data (i.e., standardized assessments, academic and/or 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 meet its student achievement goals.

b. Development of this school improvement plan

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

c. 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 will be utilized. 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. This process is reviewed during monthly meetings.

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

The SAC utilized school improvement funds to develop and sustain school-related programs and projects. Monies were utilized to provide on-going, needs-based professional development opportunities for faculty, as demonstrated in student performance data and the overall school community.

Student Incentives - \$500.00
 Curriculum-Based Initiatives - \$3000.00
 Total - \$3,500.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Maytin-Miret, Milagros	Principal
Cunningham, Tanisha	Assistant Principal
Barrett, Katya	Instructional Coach
Harrell, Jr.	Instructional Coach
Robert, Ruth	Teacher, K-12
Trujillo-Fruitstone, Maribel	Teacher, K-12
Jasmin, Rose	Guidance Counselor
Brown, Faith	Teacher, K-12
Garcia, Sandra	Teacher, K-12
Wilson, Charlene	Teacher, K-12
Johnson, June	Teacher, ESE
Roberson, Paulette	Teacher, K-12
Darucaud, Marie Danielle	Paraprofessional
Martinez, Roselia	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

W.J. Bryan Elementary School is focused on fostering a literacy environment that maintains the integrity of our English Language Arts program. To this end, teachers and the Instructional Coach participate in professional development opportunities that center on differentiated instruction, in order to maximize the expectations of the two-hour Reading block. The Literacy Leadership Team will disaggregate grade-level and school-wide data trends, in an effort to analyze areas for improvement.

Our school will also work to promote literacy within the community by implementing school-wide literacy activities. This will include but is not limited to: Character Parade Day, Read-In Chains, Word of the Day (shared on the morning announcements) and Reading Under the Stars (evening event).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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. Administration maintains regular communication with the local colleges and universities, in an effort to foster relationships with faculty, undergraduate and graduate students in the education departments. Veteran teachers are also encouraged to participate in courses such as Clinical Supervision, so that they may serve as guides/mentors to those professionals that are new to the field.

New teachers are also paired with established teacher leaders, based on certification and teaching assignments. This provides an opportunity for experienced professionals to guide/mentor new teachers, as they navigate their way through the various tenets of the instructional environment and school community. These individuals are also expected to work collaboratively to complete the requirements outlined in the district's three-year Mentoring and Induction for New Teachers (MINT) Program. Further assistance is provided through weekly collaborative planning sessions that allow for all professionals to share best practices, regarding instructional and behavioral expectations.

The administration also participates in district-sponsored job fairs, to seek out potential candidates that may serve as a good fit for the W.J. Bryan community.

3. 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 (new to the grade level and/or new to the profession) 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 the Reading Coach, Math Coach, Science Liaison and Curriculum Support Specialist(s).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 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.

b. Instructional Strategies

1. 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 i-Ready, Topic Assessments, Bi-Weekly Assessment is reviewed every fortnight by the leadership team and teachers, to assess academic progress and make modifications to instruction, 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.

2. 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: Before School Program

Minutes added to school year: 3,120

In an effort to enhance the learning process, our school provides before school tutoring for pre-identified students (those who demonstrate deficiency in the core subject areas), the intermediate grades. Teachers will provide additional support in the areas of Reading and Mathematics, utilizing supplemental, district-approved resources.

Strategy Rationale

This strategy allows students identified in the lowest 25th and 35th percentile 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

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., i-Ready Reports).

Strategy: After School Program

Minutes added to school year: 3,120

In an effort to enhance the learning process, our school provides after school Science enrichment for our higher achieving students (those found in the top 45%). Through this endeavor, teachers provide additional support in the areas of Reading/Language Arts, Mathematics and Science, utilizing supplemental, district-approved resources.

Strategy Rationale

This strategy allows students who demonstrated areas of strength in Reading/Language Arts and Mathematics to gain additional exposure to the Science curriculum through hands-on learning activities.

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 will be cross-referenced with individual performance found on the Science Topic Assessments.

Strategy: Before School Program

Minutes added to school year: 3,120

In an effort to enhance the learning process, W.J. Bryan provides before school tutoring for pre-identified English Language Learner (ELL) students. This is accomplished through an annual grant, offered by the school district. Teachers provide additional support in the areas of Reading, Mathematics, utilizing district-based curriculum, provided through the Bilingual Department.

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

Person(s) responsible for monitoring implementation of the strategy

Robert, Ruth, rrobert@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 documented in Power BI, a multi-tiered computer-based data platform.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 collaboration with the area families in order to provide them with important information about their children's language and social skills. This mutual collaboration should result in increased readiness skills when 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 ensure 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, as well i-Ready data will be used throughout the school year to monitor progress and adjust instruction.

All students entering the Kindergarten-fifth grade instructional program are also evaluated utilizing the i-Ready Diagnostic Assessment to determine their recognition of basic concepts such as phonemic

awareness and number sense. In addition, the MDCPS Reading and Mathematics Series are used to monthly assess students on their progress and adjust instruction accordingly. Students across all grade levels also participate in district-wide assessments to determine academic needs, in the area of Science. This wealth of data is monitored and dissected on an individual (student and/or teacher), grade level and school-wide basis, at least once every two weeks. Fifth Grade students have an opportunity to participate in orientation activities with the Feeder Middle Schools to learn about programs and courses.

b. College and Career Readiness

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

Not applicable.

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

Not applicable.

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

Not applicable.

4. 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

Not applicable.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 core instruction is improved in all content areas, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved in all content areas, then student achievement will increase. 1a

G093877

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of consistent use of school-wide, class and individual data, in order to facilitate an increase in student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Power BI, G2D, i-Ready, Reflex Math, i-Ready Teacher Toolbox, Gizmos, Infographics (in all subject areas).

Plan to Monitor Progress Toward G1. 8

Progress will be monitored by collaborating with the leadership team to disaggregate data from summative and formative assessments (Research-based Reading series, Math series and Intervention Program, Wonder Works).

Person Responsible

Milagros Maytin-Miret

Schedule

Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Reports from G2D (ThinkGate), Reports from i-Ready, Reports from Power BI.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved in all content areas, then student achievement will increase. **1**

G093877

G1.B1 Limited evidence of consistent use of school-wide, class and individual data, in order to facilitate an increase in student achievement. **2**

B251995

G1.B1.S1 Develop an instructional environment that promotes consistent inclusion of data, as an interactive resource, in all content areas. **4**

S265797

Strategy Rationale

Teacher planning and lesson implementation are essential components in providing instruction that will augment student achievement and performance. However, a critical piece that is not regularly included in the instructional conversation, is the regular disaggregation of all pertinent data.

Action Step 1 **5**

Conduct classroom walk-throughs to determine the establishment of differentiated instructional groupings using Reading data (class-wide, individual).

Person Responsible

Katya Barrett

Schedule

Biweekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Classroom Walk-Through Logs, Classroom Observations, Reading Coach's Documentation, Data Binder, Class Data Tracker, Student Data Tracker/Action Plan

Action Step 2 **5**

Conduct classroom walk-throughs to determine the establishment of differentiated instructional groupings using Mathematics data (class-wide, individual).

Person Responsible

Louis Harrell, Jr.

Schedule

Biweekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Classroom Walk-Through Logs, Classroom Observations, Mathematics Coach's Documentation, Data Binder, Class Data Tracker, Student Data Tracker/Action Plan

Action Step 3 5

Conduct classroom walk-throughs to determine the establishment of hands-on learning opportunities, using Science data (class-wide, individual).

Person Responsible

Tanisha Cunningham

Schedule

Every 3 Weeks, from 9/25/2017 to 6/7/2018

Evidence of Completion

Classroom Walk-Through Logs, Classroom Observations, Data Binder, Class Data Tracker, Student Data Tracker/Action Plan

Action Step 4 5

Provide professional development opportunities for classroom teachers on how to use differentiated instruction to drive student achievement data.

Person Responsible

Milagros Maytin-Miret

Schedule

On 10/27/2017

Evidence of Completion

Sign-in Sheets, Agenda, Teacher Lesson Plans, Student Artifacts

Action Step 5 5

Provide professional development opportunities for classroom teachers on how to use district technology programs to enhance teaching and learning.

Person Responsible

Milagros Maytin-Miret

Schedule

On 10/27/2017

Evidence of Completion

Sign-in Sheets, Agenda, Teacher Lesson Plans, Student Artifacts

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

Closely monitor student performance data (school-wide, class, individual), as it becomes available.

Person Responsible

Milagros Maytin-Miret

Schedule

Biweekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

School-Based and District-Based Data (e.g., i-Ready, CELLA, STAR, G2D Assessments)

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

In order to monitor the effectiveness of implementation, the Leadership Team will monitor and review student and teacher related data, as it becomes available.

Person Responsible

Milagros Maytin-Miret

Schedule

Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A5 A358452	Provide professional development opportunities for classroom teachers on how to use district...	Maytin-Miret, Milagros	10/27/2017	Sign-in Sheets, Agenda, Teacher Lesson Plans, Student Artifacts	10/27/2017 one-time
G1.B1.S1.A4 A358448	Provide professional development opportunities for classroom teachers on how to use differentiated...	Maytin-Miret, Milagros	10/27/2017	Sign-in Sheets, Agenda, Teacher Lesson Plans, Student Artifacts	10/27/2017 one-time
G1.B1.S1.A2 A352492	Conduct classroom walk-throughs to determine the establishment of differentiated instructional...	Harrell, Jr., Louis	9/25/2017	Classroom Walk-Through Logs, Classroom Observations, Mathematics Coach's Documentation, Data Binder, Class Data Tracker, Student Data Tracker/Action Plan	6/7/2018 biweekly
G1.B1.S1.A1 A352495	Conduct classroom walk-throughs to determine the establishment of differentiated instructional...	Barrett, Katya	9/25/2017	Classroom Walk-Through Logs, Classroom Observations, Reading Coach's Documentation, Data Binder, Class Data Tracker, Student Data Tracker/Action Plan	6/7/2018 biweekly
G1.B1.S1.MA1 M375641	Closely monitor student performance data (school-wide, class, individual), as it becomes available.	Maytin-Miret, Milagros	9/25/2017	School-Based and District-Based Data (e.g., i-Ready, CELLA, STAR, G2D Assessments)	6/7/2018 biweekly
G1.B1.S1.A3 A354490	Conduct classroom walk-throughs to determine the establishment of hands-on learning opportunities,...	Cunningham, Tanisha	9/25/2017	Classroom Walk-Through Logs, Classroom Observations, Data Binder, Class Data Tracker, Student Data Tracker/Action Plan	6/7/2018 every-3-weeks
G1.B1.S1.MA1 M375640	In order to monitor the effectiveness of implementation, the Leadership Team will monitor and...	Maytin-Miret, Milagros	9/25/2017	Individual student data, class data, grade-level data, school-wide data.	6/7/2018 monthly
G1.MA1 M375642	Progress will be monitored by collaborating with the leadership team to disaggregate data from...	Maytin-Miret, Milagros	9/25/2017	Reports from G2D (ThinkGate), Reports from i-Ready, Reports from Power BI.	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B1 Limited evidence of consistent use of school-wide, class and individual data, in order to facilitate an increase in student achievement.

G1.B1.S1 Develop an instructional environment that promotes consistent inclusion of data, as an interactive resource, in all content areas.

PD Opportunity 1

Provide professional development opportunities for classroom teachers on how to use differentiated instruction to drive student achievement data.

Facilitator

Professional Learning Support Team Members

Participants

Classroom teachers

Schedule

On 10/27/2017

PD Opportunity 2

Provide professional development opportunities for classroom teachers on how to use district technology programs to enhance teaching and learning.

Facilitator

Professional Learning Support Team Members

Participants

Classroom teachers

Schedule

On 10/27/2017

VI. Technical Assistance Items

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B1 Limited evidence of consistent use of school-wide, class and individual data, in order to facilitate an increase in student achievement.

G1.B1.S1 Develop an instructional environment that promotes consistent inclusion of data, as an interactive resource, in all content areas.

TA Opportunity 1

Conduct classroom walk-throughs to determine the establishment of differentiated instructional groupings using Reading data (class-wide, individual).

Facilitator

Reading Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Biweekly, from 9/25/2017 to 6/7/2018

TA Opportunity 2

Conduct classroom walk-throughs to determine the establishment of differentiated instructional groupings using Mathematics data (class-wide, individual).

Facilitator

Mathematics Coach/Curriculum Support Specialist

Participants

Classroom teachers

Schedule

Biweekly, from 9/25/2017 to 6/7/2018

TA Opportunity 3

Conduct classroom walk-throughs to determine the establishment of hands-on learning opportunities, using Science data (class-wide, individual).

Facilitator

Assistant Principal

Participants

Classroom teachers

Schedule

Every 3 Weeks, from 9/25/2017 to 6/7/2018

VII. Budget

1	G1.B1.S1.A1	Conduct classroom walk-throughs to determine the establishment of differentiated instructional groupings using Reading data (class-wide, individual).				\$0.00
2	G1.B1.S1.A2	Conduct classroom walk-throughs to determine the establishment of differentiated instructional groupings using Mathematics data (class-wide, individual).				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0561 - W. J. Bryan Elementary	Title I, Part A		\$0.00
3	G1.B1.S1.A3	Conduct classroom walk-throughs to determine the establishment of hands-on learning opportunities, using Science data (class-wide, individual).				\$0.00
4	G1.B1.S1.A4	Provide professional development opportunities for classroom teachers on how to use differentiated instruction to drive student achievement data.				\$0.00
5	G1.B1.S1.A5	Provide professional development opportunities for classroom teachers on how to use district technology programs to enhance teaching and learning.				\$0.00
Total:						\$0.00