

Miami-Dade County Public Schools

W. J. Bryan Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	30

W. J. Bryan Elementary

1201 NE 125TH ST, North Miami, FL 33161

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

All W.J. Bryan stakeholders will collaborate to provide an optimal learning environment for every child. Students will demonstrate mastery across disciplines and the ability to apply critical thinking skills as scholars and citizens. The use of technology, as well as an appreciation for cultures and the arts, will be fostered school-wide to ensure that learners are prepared to contribute to the world of work – and their communities on a global scale.

Provide the school's vision statement.

W.J. Bryan Elementary School will provide a high-quality academic program with an emphasis on visual arts, through our Museums Magnet Program. Students will also establish cultural appreciation for the North Miami community and actively engage in opportunities to become well-rounded citizens.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

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

Name	Position Title	Job Duties and Responsibilities
		<p>She leads and guides the development and implementation of effective programming for English Language learners (ELLs) and monitors the effectiveness of programming for this population to ensure increased student achievement.</p>
<p>Trujillo-Fruitstone, Maribel</p>	<p>Magnet Coordinator</p>	<p>As the Museums Magnet Lead Teacher, Ms. Trujillo-Fruitstone is responsible for creating and fostering a collaborative relationship between the local visual arts community, the district, and the school site. She also works to document artifacts that uphold the integrity of the school's magnet program, which are reviewed at the national level with the magnet program's governing body. Ms. Trujillo-Fruitstone also coordinates with her peers and uses research to improve curricular practices and student learning with STEAM-infused practices.</p>
<p>Jasmin, Rose</p>	<p>School Counselor</p>	<p>Ms. Jasmin provides social-emotional support and resources for all stakeholders within the school community. In addition to providing mental health strategies to teachers and learners, Ms. Jasmin provides ongoing assistance to families that can be utilized within the home environment. She helps students achieve academic success by providing education, prevention, early identification, and intervention. Additionally, she collaborates with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. Ms. Jasmin also works with the school staff, parents, and the community to provide incentive programs and individual student recognition.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Before, during and throughout the school year, both internal and external stakeholders are provided with opportunities to review data at every echelon (e.g., class, grade, school-wide). This information is used to examine trends in learner progress and performance. Pedagogical practices, professional development opportunities, extended learning opportunities, and the procurement of supplementary staff and resources are identified and utilized, accordingly. Learner performance on formative and summative assessments are shared out, input is garnered, and an appropriate course of action is developed, in order to maximize teaching and learning.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored on a regular basis, through monthly EESAC, faculty, and PTA meetings, as documented on meeting agendas and minutes. This triangulated sharing out of school-wide learner information will be used to garner critical feedback from all stakeholders and serves to keep all pertinent parties appropriately engaged. Based on these on-going data-centered conversations, SIP tenets and practices will be reviewed and adjusted, as appropriate.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	18	13	13	9	8	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	4	6	15	3	17	0	0	0	45
Course failure in Math	0	3	8	17	9	23	0	0	0	60
Level 1 on statewide ELA assessment	0	0	0	19	18	33	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	15	19	42	0	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	17	45	21	35	0	0	0	121

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	4	24	19	37	0	0	0	89

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	18	13	13	9	8	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	6	15	3	17	0	0	0	45
Course failure in Math	0	3	8	17	9	23	0	0	0	60
Level 1 on statewide ELA assessment	0	0	0	19	18	33	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	15	19	42	0	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	17	45	21	35	0	0	0	121

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	4	24	19	37	0	0	0	89

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	18	13	13	9	8	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	6	15	3	17	0	0	0	45
Course failure in Math	0	3	8	17	9	23	0	0	0	60
Level 1 on statewide ELA assessment	0	0	0	19	18	33	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	15	19	42	0	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	17	45	21	35	0	0	0	121

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	4	24	19	37	0	0	0	89

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	38	62	56	48	62	57
ELA Learning Gains	60	69	61	59	62	58
ELA Lowest 25th Percentile	63	60	52	63	58	53
Math Achievement*	38	64	60	52	69	63
Math Learning Gains	64	71	64	49	66	62
Math Lowest 25th Percentile	71	66	55	56	55	51
Science Achievement*	39	53	51	54	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	65			40		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	3	1
ELL	54			
AMI				
ASN				
BLK	55			
HSP	54			
MUL				
PAC				
WHT	24	Yes	1	1
FRL	54			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	60	63	38	64	71	39					65
SWD	18			9								
ELL	41	65	58	37	61	75	33					65
AMI												
ASN												
BLK	40	61	62	38	66	70	42					60
HSP	31	59	63	38	60	79	25					79
MUL												
PAC												
WHT	30			18								
FRL	39	58	59	38	63	69	38					65

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	56	44	29	26	20	32					13
SWD	8			0								
ELL	40	62	38	32	33	23	34					13
AMI												
ASN												
BLK	39	54	50	26	20	17	26					13
HSP	46	50		35	35		47					18
MUL												
PAC												
WHT	64			42								
FRL	41	55	41	28	22	17	28					14

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	48	59	63	52	49	56	54					40
SWD	8	39	54	20	44	45	36					36
ELL	42	62	71	56	52	60	62					40
AMI												
ASN												
BLK	45	58	59	50	47	57	49					46
HSP	54	67		56	51		71					25
MUL												
PAC												
WHT												
FRL	49	58	60	51	48	57	54					41

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	56%	-13%	54%	-11%
04	2023 - Spring	38%	58%	-20%	58%	-20%
03	2023 - Spring	32%	52%	-20%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	63%	-22%	59%	-18%
04	2023 - Spring	53%	64%	-11%	61%	-8%
05	2023 - Spring	40%	58%	-18%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	50%	-15%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In analyzing the data sets from 2022-2023, the data component that showed the lowest performance is ELA grade 3, with 34%. While there was an increase of 5 percentage points from 2021-2022 in overall proficiency, this population indicated the greatest need, as demonstrated by learner performance on the FAST Assessment. The most prevalent factors that contributed to this occurrence were faculty openings and changes in the leadership team, which impacted the level of support available to faculty. This was significant in light of the new approach to curriculum, as well as a new testing instrument.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the data from 2021-2022 to 2022-2023, all data components reflected an increase.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was in grade 5 Mathematics. Learner performance demonstrated a deficiency of 23 percentage points when compared to the state's performance. The greatest factor that contributed to this gap was the number of students

found to be working below grade level. This deficiency impacted pacing and the amount of time spent on the remediation of key concepts and skills.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is Mathematics in grades 3-5, with an increase from 38% to 49.3%, for an increase 11.3 percentage points. A new action taken by the school in this area is that class and student configuration was more strategic and fluid. This shift in practice allowed for professionals to better meet the needs of the learners.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon reviewing EWS data from 2022-2023, two potential areas of concern are for excessive attendance percentages and the number of students with a substantial reading deficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for school improvement in 2023-2024 is proficiency in ELA grades 3-5; and increasing Science proficiency in grade 5 from 41% to 45%. (Priority 1: ELA, Priority 2: Grade 5 Science).

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2022-2023 ELA data demonstrates a proficiency of 43.5% in grades 3 through 5. This is an increase of five percentage points from the 2021-2022 ELA data. However, this still indicates a shortfall, as compared to the district's and state's averages. The prioritization of differentiated instruction is intended to decrease the gap in learner achievement and improve literacy at every echelon in the school community.

Measurable Outcome:

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

In reviewing the current ELA data, the need for effective implementation of differentiated instruction stands out as a priority. The successful implementation of DI will afford learners an opportunity to demonstrate significant improvements in their ELA on-going progress monitoring and i-Ready assessments. Through the on-going analysis of school-wide ELA data, our expectation is to increase the percent of students scoring in the proficiency range by five percentage points, as compared to last year's data.

Monitoring:

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

In an effort to closely monitor learner progress, data trackers will be utilized in all grade levels, in ELA. Data chats will take place between the administrative team and teachers, and between teachers and students in an effort to track student achievement and to ensure students are progressing. Trends in data will be discussed during Leadership Team meetings, and administration will be monitoring to ensure trackers are being implemented with fidelity.

Person responsible for monitoring outcome:

Tanisha Cunningham (pr0561@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiation, emphasis will be centered on the evidence-based intervention of Data-Driven Instruction. Data-Driven Instruction will allow for the reduction in the achievement gap of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven Instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include on-going progress monitoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The prioritization of Data-driven instruction will ensure that teachers are utilizing relevant and aligned data to plan lessons that are specific to the needs of the students. Teachers will make adjustments to their plans and instructional delivery as data is continuously acquired based on ELA progress monitoring assessments and i-Ready assessment data.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29

During collaborative planning sessions, teachers and the instructional coach will develop lesson plans that are inclusive of DI instruction. This will ensure that teachers have student groups, appropriate resources, and lesson plans that reflect DI instruction designed to augment student achievement. The expected outcome is that effective DI lesson planning will help teachers better cue in on the needs of students. It will also help teachers utilize available student achievement data to move closer toward proficiency.

Person Responsible: Katya Barrett (kbarrett@dadeschools.net)

By When: September 29, 2023.

8/14-9/29

During weekly collaborative planning sessions, ELA teachers will share best practices and effective strategies used during DI groups that encourage students to achieve higher levels of proficiency. Consequently, teachers will share best practices that will increase student knowledge in core subjects. The expected outcome is that targeted instructional conversations among professionals will encourage innovation in teaching and learning, thereby supporting learner progress.

Person Responsible: Katya Barrett (kbarrett@dadeschools.net)

By When: September 29, 2023.

8/14-9/29

During weekly collaboratively planning sessions, teachers and the instructional coach will customize data trackers that can be used to document mini-assessments that are aligned to weekly small group instruction. In this manner, student data will be monitored in order to best guide instruction. The expected outcome is that student understanding of accountability in progress will influence student achievement.

Person Responsible: Katya Barrett (kbarrett@dadeschools.net)

By When: September 29, 2023.

8/14-9/29

Professional development for ELA teachers, specific to DI, will be organized. It will center on the practical implementation of differentiated instruction aligned with academic expectations based on data. As a result, teachers will develop classroom systems conducive to small-group teaching (e.g., designated areas, student work folders, and identified groups). The curricular alignment will be evident throughout the grade levels. The expected outcome is fluid small groups that will better allow learner deficiencies to be targeted and brought closer to proficiency.

Person Responsible: Katya Barrett (kbarrett@dadeschools.net)

By When: September 29, 2023.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2022-2023 Mathematics data demonstrates a proficiency of 49.3% in grades 3 through 5. This is an increase of eleven percentage points from the 2021-2022 Mathematics data. However, the data still indicates a deficit in contrast to the district's and state's averages. The most significant concern was evidenced in grade 5, with 32%. The prioritization of differentiated instruction is intended to decrease the gap in learner achievement and improve numeracy at every echelon in the school community.

Measurable Outcome:

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

In reviewing the current Mathematics data, the need for effective implementation of differentiated instruction stands out as a priority. The successful implementation of DI will allow learners to demonstrate significant improvements in their Mathematics performance on topic assessments and i-Ready assessments. Through the on-going analysis of school-wide Mathematics data, our expectation is to increase the number of students scoring in the proficiency range by five percentage points compared to last year's data.

Monitoring:

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

In reviewing the current Mathematics data, the need for effective implementation of Data-Driven Instruction stands out as a priority. The successful implementation of DDI will afford learners an opportunity to demonstrate significant improvements in their Mathematics performance on topic assessments and i-Ready assessments. Through the on-going analysis of school-wide Mathematics data, our expectation is to increase the number of students scoring in the proficiency range by five percentage points, as compared to last year's data.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Mathematics, emphasis will be centered on the evidence-based intervention of Data-Driven Instruction. Data-Driven Instruction will allow for the reduction in the achievement gap of our L25s as it is a systematic approach to instruction to meet the students' needs. Data-Driven Instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include on-going progress monitoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The prioritization of Data-driven instruction will ensure that teachers are utilizing relevant and aligned data to plan lessons that are specific to the needs of the students. Teachers will make adjustments to their plans and instructional delivery as data is continuously acquired based on Mathematics progress monitoring assessments and i-Ready assessment data.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29

During collaborative planning sessions, teachers and the instructional coach will develop lesson plans that are inclusive of DI instruction. This will ensure that teachers have student groups, appropriate resources, and lesson plans that reflect DI instruction designed to augment student achievement. The expected outcome is that strategically-planned DI will help to remediate learner deficits in numeracy.

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

By When: September 29, 2023.

8/14-9/29

During weekly collaborative planning sessions, Mathematics teachers will share best practices and effective strategies used during DI groups that encourage students to achieve higher levels of proficiency. Consequently, teachers will share best practices that will increase student knowledge in core subjects. The expected outcome is that professionals will expand their instructional repertoire in order to effect change in math learning.

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

By When: September 29, 2023.

8/14-9/29

During weekly collaboratively planning sessions, teachers and the instructional coach will customize data trackers that can be used to document mini-assessments that are aligned to weekly small group instruction. In this manner, student data will be monitored in order to best guide instruction. The expected outcome is that the use of this instructional tool will help teachers home in on proficiency in math skills and competencies.

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

By When: September 29, 2023.

8/14-9/29

Professional development for Mathematics teachers, specific to DI, will be organized. It will center on the practical implementation of differentiated instruction aligned with academic expectations based on data. As a result, teachers will develop classroom systems conducive to small-group teaching (e.g., designated areas, student work folders, and identified groups). The curricular alignment will be evident throughout the grade levels. The expected outcome is that curated learning groups will promote learner growth and proficiency.

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

By When: September 29, 2023.

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Area of Focus is centered on Promoting Growth Mindset. In contemporary times, many of our learners continue to demonstrate inadequacies in interpersonal and intrapersonal skills. The subsequent ongoing emotional disconnect that persists must be addressed in order to meet the academic and affective needs of all learners. The attrition of social adaptation skills continues to have long-term consequences for learners of all ages, which must continue to be addressed.

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Rose Jasmin (rjasmin@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Best practices in positive growth mindset behaviors/social-emotional learning are becoming increasingly necessary in the educational realm and are vital to all stakeholders in contemporary times where a disconnect in human interaction has become pervasive.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29

During faculty meetings, the counselor will spearhead conversations incorporating the use of educational and affirmational resources pertaining to positive growth mindset/SEL and the importance of addressing the affective needs of all learners. The expected outcome is that professionals will be provided with a wealth of information that can be utilized immediately in the learning environment.

Person Responsible: Rose Jasmin (rjasmin@dadeschools.net)

By When: September 29, 2023.

8/14-9/29

The counselor and selected student leaders will share positive growth mindset affirmations with the school community on a daily basis via the morning announcements. The counselor will provide mini-lessons in individual classrooms, and all faculty and staff will be encouraged to utilize these practices throughout the school day. The expected outcome is to equip members of the school community with positive language that can be used to improve learner interactions and how they perceive themselves.

Person Responsible: Rose Jasmin (rjasmin@dadeschools.net)

By When: September 29, 2023.

8/14-9/29

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

Person Responsible: Rose Jasmin (rjasmin@dadeschools.net)

By When: September 29, 2023.

8/14-9/29

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

Person Responsible: Rose Jasmin (rjasmin@dadeschools.net)

By When: September 29, 2023.

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2022-2023 ESSA Subgroup data demonstrates a continued challenge for SWD learners, which is documented below the 41% threshold for the last three years. Upon review of the available student data, W.J. Bryan Elementary will focus on Response to Intervention in order to meet the needs of the Students With Disabilities Subgroup, which demonstrates achievement at 14%.

Measurable Outcome:

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

The successful implementation of Response to Intervention for Students with Disabilities will serve as an opportunity to reduce achievement deficiencies and curate instructional opportunities intended to eradicate learner deficits, as compared with their neurotypical counterparts. This is particularly significant, as the SWD subgroup has demonstrated an inability to meet the minimum requirement of 41% over a three-year period. It is our expectation that the successful implementation of this targeted and explicit evidence-based intervention related to ELA will result in an increase of 10% in terms of proficiency, thereby minimizing the achievement gap between neurodivergent learners and their counterparts.

Monitoring:

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

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

Person responsible for monitoring outcome:

Tanisha Cunningham (pr0561@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based intervention of Response to Intervention. This evidence-based intervention will allow SWD instructors to develop a course of action to bridge student objectives and skills with grade-level expectations. This inclusive approach, fueled by trends in data, will be monitored through data trackers and data conversations with general education educators to include progress monitoring. It will also be utilized to determine or revisit appropriate placement for identified learners, as necessary.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29

SWD teachers will participate in weekly collaborative planning to keep abreast of grade-level expectations and determine how to use this information to meet the needs of SWD students. The data gleaned from this process will be used to assess learner strides. The expected outcome is that professionals will work together to provide equitable standards for all learners.

Person Responsible: Tanisha Cunningham (pr0561@dadeschools.net)

By When: September 29, 2023.

8/14-9/29

During faculty meetings, SWD teachers will share out with general education professionals to identify best practices in content areas that can be adjusted within instructional delivery for Students with Disabilities. Efficacy will be disaggregated using available technology, which will also assist with tracking progress. The expected outcome is that neurodivergent learners will receive greater exposure to instruction that proves beneficial to all students, regardless of placement.

Person Responsible: Tanisha Cunningham (pr0561@dadeschools.net)

By When: September 29, 2023.

8/14-9/29

SWD learners will be assigned a school community "buddy." This faculty/staff member will conduct data chats with SWD learners in order to promote academic awareness and autonomy in learning. The expected outcome is that through these on-going conversations, SWD learners will develop greater autonomy in their academic understanding and progress.

Person Responsible: Tanisha Cunningham (pr0561@dadeschools.net)

By When: September 29, 2023.

8/14-9/29

The administration will conduct classroom walk-throughs on a weekly basis to ensure that SWD students are actively participating in the instructional process. This will be determined through learner observation, discussion, and a review of student products. The expected outcome is that all students would have an opportunity to grow and learn from each other, despite their capabilities.

Person Responsible: Tanisha Cunningham (pr0561@dadeschools.net)

By When: September 29, 2023.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In an effort to ensure optimal use of school improvement funding, the school's annual budget will be examined for the purpose of earmarking funds for extended learning opportunities. The administration will also seek out participation in district initiatives such as Saturday Academy, Winter Break Academy, Spring Break Academy,

and the Title III Supplemental Tutoring Academy. Progress based on participation in these initiatives will be shared out regularly among all stakeholders at faculty meetings, EESAC meetings, PTA meetings, parent-teacher conferences.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

According to the Reading Achievement Initiative for Scholastic Excellence (RAISE), WJ Bryan ES was identified as needing additional support in the area of English Language Arts. Results of the 2022-2023 STAR Assessment indicate that 38% of students in grades K-2 students scored below the 50th percentile. By centering our efforts on Benchmarks-Aligned Instruction, learner achievement will be strengthened, thereby increasing proficiency by five percentage points. This is significant as there is research to confirm that challenges at the elementary level can have a tremendous bearing on a learner's academic success when deficits in literacy are not remediated promptly.

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

According to the Reading Achievement Initiative for Scholastic Excellence (RAISE), WJ Bryan ES was identified as needing additional support in the area of English Language Arts. Results of the 2022-2023 FAST ELA Assessment indicate that 57% of students in grades 3-5 students scored below Achievement Level 3, 7 percentage points below the 50% requirement. By centering our efforts on Benchmarks-Aligned Instruction, learner achievement will improve, reflecting an increase in proficiency on the FAST ELA Assessment, thereby decreasing the achievement gap. This is significant as there is research to confirm that challenges at the elementary level can have a tremendous bearing on a learner's academic success when deficits in literacy are not remediated promptly.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

The successful development, delivery, and monitoring of standards-based ELA instruction will increase the ELA proficiency of K-2 students. This will be evidenced by a decrease in the percentage of learners performing below the 50th percentile by the close of the STAR PM3 Administration window (June 2024).

Grades 3-5 Measurable Outcomes

The successful development, delivery, and monitoring of standards-based ELA instruction will increase the ELA proficiency of 3-5 students. This will be evidenced by a decrease in the percentage of learners performing below the 50% proficiency threshold by the close of the FAST PM3 Administration window (June 2024).

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Cunningham, Tanisha, pr0561@dadeschools.net

Evidence-based Practices/Programs

Description:

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

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

Within the Targeted Element of ELA, WJ Bryan will focus on the evidence-based practice of Differentiated Instruction. As part of the collaborative planning process, teachers can share best practices, develop intentional, rigorous lessons, and build capacity in the participating professionals. These practices will result in improved benchmarks-aligned lesson implementation, instructional effectiveness, and student achievement. Classroom walkthroughs will verify robust instructional practices, review student artifacts, and progress monitoring of learner performance.

Rationale:

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

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

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

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>8/14-9/29 Teachers will participate in weekly collaborative planning, with a focus on differentiated instruction, resulting in instruction that is explicit and scaffolded. Support will be provided by the administration and the Instructional Coach to ensure efficacy.</p>	<p>Barrett, Katya, kbarrett@dadeschools.net</p>
<p>8/14-9/29 As evidenced by teacher need and as a result of classroom walk-throughs, Instructional Coach/teacher collaboration cycles will be implemented to enhance teacher delivery.</p>	<p>Barrett, Katya, kbarrett@dadeschools.net</p>
<p>8/14-9/29 The ELA Instructional Coach will monitor instructional delivery during DI to ensure that data driven decision-making, as discussed in collaborative planning, is being implemented with integrity. Coaching support will be provided as needed.</p>	<p>Cunningham, Tanisha, pr0561@dadeschools.net</p>
<p>8/14-9/29 Efficacy of ELA instructional practices will be reviewed by the individual teachers and the leadership team during monthly data chats. Additional feedback and support will be discussed, in order to make sure that teaching and learning work to serve the individual needs of all learners.</p>	<p>Cunningham, Tanisha, pr0561@dadeschools.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

All stakeholders will be kept abreast of the Schoolwide Program Plan through the use of School Messenger, ClassDojo, the school website, social media platforms, and school-based meetings such as Title I, Open House, PTA, and EESAC. Information will also be disseminated via flyers sent home with learners in the school community. All interactions will be made available in multiple languages and interactions with our Community Involvement Specialist.

WJ Bryan ES Website: <https://wjbryanmagnet.net/>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

WJ Bryan ES will continue to build positive relationships with all stakeholders through the promotion of before, during, and after school hours events. These gatherings will be used to garner school and community feedback, and teacher families how to be actively involved in learner progress. All interactions will be made available in multiple languages through our Community Involvement Specialist.

WJ Bryan ES Website: <https://wjbryanmagnet.net/>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The connection between home, school, and the business/community sectors is critical to the success of all learners. WJ Bryan ES will ensure that families are provided with programming opportunities to learn about school, community, and district resources, so that learner performance can be optimized. Such gatherings will also serve to share best practices for the families of students in exceptional student education, general education, and gifted education settings. In this manner, the diverse needs of learners and their families can be met.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At WJ Bryan ES, access to mental health services at the school, district, and community levels are provided to all learners and their families. The counseling department provides regular presentations to students individually, in groups, or as a class. Students are also given access to services through faculty/staff referrals.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

In an effort to ensure compliance with IDEA and meet the needs of neurodivergent learners, ESE staff provide mini-presentations and literature on the behavioral needs of SWD. ESE faculty members also provide observation and push-in assistance to help develop plans of action for identified learners in the school community.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development in the WJ Bryan ES community is ongoing and curated according to the needs of our professionals. Faculty are given opportunities to voice their professional needs via a survey developed at the start of the year. This information is used to create PD sessions on campus via teacher leaders in the building, district personnel, or outside agencies. Teachers are also given release time to observe other professionals in the building to gain additional insight on how to augment their pedagogical practices.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

WJ Bryan ES has a Pre-Kindergarten ESE program overseen by the district. This program provides families with resources and tools to help their children navigate the elementary school setting.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes