

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 0561 - William J. Bryan Elementary School

*FeederPattern:* North Miami Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Milagros Maytin-Miret

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *William J. Bryan Elementary School*

---

WJ Bryan Elementary School is a 76 year old historical landmark located at 1201 NW 125th Street, in North Miami, Florida. The school serves a population of 1,331 students in grades pre-kindergarten through five. The ethnic composition is as follows: 69% Black Non-Hispanic, 25% Hispanic, 2% White Non-Hispanic, and 3% Asian/Indian/Multi-Racial. Approximately 86.6% of these students qualify for the Federal Free or Reduced Price Meals Program. Students in pre-kindergarten and kindergarten attend a Primary Learning Center located off campus. WJ Bryan Elementary offers students a curriculum rich in opportunities for learning through various programs such as Academic Excellence self-contained classes, Teaching Enrichment Activities to Minorities (TEAM), Extended Foreign Languages (EFL) in grades K and one, pull-out resource gifted courses, Hands-on Science Lab, and extra-curricular activities such as chess, 500 Role Models, art club, and violin classes.

Given instruction using the Sunshine State Standards, students in grades three, four, and five will maintain or improve their reading skills as evidenced by 60% of the students achieving Level 3 or above on the administration of the 2006 FCAT Reading Assessment Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students (LEP) in grades three, four, and five will increase their reading skills as evidenced by 44% of the students reaching achieving Level 3 or above on the administration of the 2006 FCAT Reading Assessment Test.

Given instruction using the Sunshine State Standards, students in grades three, four, and five will increase their math skills as evidenced by 53% of the students achieving Level 3 or above on the administration of the 2006 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency students (LEP) in grades three, four, and five will increase their math skills as evidenced by 50% of the students achieving Level 3 or above on the administration of the 2006 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, African American students in grades three, four, and five will increase their math skills as evidenced by 50% of the students achieving Level 3 or above on the administration of the 2006 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 95% of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community participation at a variety of school activities, seminars, and functions as evidenced by increasing the number of parents signing in on attendance rosters and hourly logs from 7,919 for the 2004-2005 school year to 8,314 parents signing in on attendance rosters and hourly logs for the 2005-2006 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of suspensions from 104 during the 2004-2005 school year, to 94 during the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of technology as evidenced by a 10% increase of technology-based programs during the 2005-2006 school year as compared to 2004-2005 school year.

Given instruction using the Sunshine State Standards, students in grades four through five will improve their physical fitness skills as evidenced by an annual increase of 3% in award recipients as measured by the FITNESS Gram, from 76% during 2004-2005 to 79% during 2005-2006.

Given emphasis on the benefits of participating in enrichment programs, the number of students enrolled in Violin Club, Environmental Club, Hispanic Heritage Performance, Haitian Flag Day Performance, Poetry Contests, Art in the Park, and Student Government will increase in participation by 10% from 168 students participating during the 2004-2005 school year to 184 students participating during the 2005-2006 school year as evidenced by student rosters.

W.J. Bryan Elementary School will improve its ranking on the State of Florida ROI index publication from the 58 percentile in 2003 to the 71 percentile on the next publication of the index.

In order to achieve these objectives, appropriate strategies will be implemented utilizing the following programs: The Miami-Dade County Public Schools Comprehensive Research Reading Plan (CRRP), the District math and science curriculum, America Reads Tutorial, In-School Tutoring, Accelerated Writer, Accelerated Reader, FCAT Explorer, Riverdeep, and Best Teaching Practices. WJ Bryan Elementary's dedicated staff is devoted to serving the academic and social needs of our students and school community. To that end, WJ Bryan has identified two areas for improvement based on the Staff online School Performance Survey. Based on responses from the faculty, they feel that they are not aware of how the organization is doing financially and how funds are utilized to gear instruction. In order to address this issue, faculty and staff will be provided with budget training via faculty meetings, grade level meetings, Leadership Team meetings, and EESAC meetings. An additional concern identified from the survey results is that faculty and staff feel that they do not contribute sufficient input in decisions affecting the operation of the school. In order to address this concern, more members of the faculty and staff will be invited to participate in EESAC and Leadership Team meetings in order to voice faculty concerns. Additionally, the entire staff will be provided with minutes from all EESAC and Leadership Team meetings. Together, we can make WJ Bryan succeed.

## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## William J. Bryan Elementary School

### VISION

The vision of WJ 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.

### MISSION

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.

### CORE VALUES

At WJ Bryan Elementary we strive to provide a safe learning environment where all student differences are recognized and celebrated. We encourage active participation from parents and the community, and our staff works diligently to improve student performance and narrow the achievement gap.

## *School Demographics*

---

WJ Bryan Elementary School is a 76 year old historical landmark located at 1201 NE 125th Street in North Miami, Florida. The school is located in a community that encompasses a broad representation of different cultures and ethnicities. Parents face many challenges in our community. They struggle with the language as they strive tirelessly to improve their socio-economic situations. As a result, many students are home with siblings as the parents are working two or more jobs.

The school serves approximately 1331 students in grades PK through grade five from the surrounding community. Of these 75% are standard curriculum students, 25% are ESOL students, 10% are ESE students and 86.6% are economically disadvantaged students who receive free or reduced lunch. The ethnic composition of the school is as follows: 69% Black Non-Hispanic, 25% Hispanic, 2% White Non-Hispanic, 3% Asian/Indian/Multi-Racial.

WJ Bryan Elementary School provides an exceptionally well-balanced curriculum, based on the Sunshine State Standards, to students in grades PK through Kindergarten at our state of the art Primary Learning Center located off campus, and grades one to five at our main campus. All classroom settings provide instruction through the delivery of the Comprehensive Research Reading Plan. Basic instruction is enhanced through Title I funding.

A variety of programs are offered to the students: standard curriculum 75%, Gifted 4%, Academic Excellence 10%, TEAM 9%, Learning Disabled in an inclusion setting 6%, and English for Speakers of Other Languages 25%. The mobility rate of the school is 30%. Due to the socio-economic level of the surrounding community our school receives a significant amount of Title I funding.

WJ Bryan Elementary School employs a total of 113 full-time staff members and 39 part-time staff members. Of this group four are administrators and sixty-one are classroom teachers. Additionally, there are the following special area teachers: five ESE teachers, two music, two art, two ESOL pull-out, six foreign language, three physical education, one math specialist, two Reading Coaches, one Technology Specialist, one Media Specialist, one micro systems technician, and two counselors. The Family Enrichment Center employs one Title I funded Community Involvement Specialist. Of the instructional staff, twenty-one are new to the school and 43% have advanced degrees. The ethnic background of the staff is 30% White Non-Hispanic, 42% Black Non-Hispanic, 27% Hispanic and 1% Asian/American Indian.

# *School Foundation*

---

## ***Leadership:***

The leadership at WJ Bryan Elementary School has renewed its commitment to propel WJ Bryan to superior status. In order to achieve this goal, we must present a united front with a shared vision and mission. Our task is to ensure that all the faculty and staff share this vision and mission, and that they make those ephemeral ideas into a concrete, intrinsic view of what we are working towards. As an educational leader and part of the leadership team, the principal must ensure that teachers have a voice in what is taking place in order to create a positive working environment where the faculty feels empowered and considered as professionals. Results of the Organizational Performance Improvement survey indicate that teachers ranked this section a 4.0.

## ***District Strategic Planning Alignment:***

In order to create goals and objective to gear instruction at the school site, input was necessary from staff, parents, community members, and students. This task was accomplished through involving personnel who are experts in their field (ie. Reading Coach, Math Specialist, Computer Specialist, PE teachers) and obtaining feedback on areas of need and/or concern. These ideas were all captured on paper and presented to the EESAC for input and acceptance. Results of the Organizational Performance Improvement survey indicate that teachers ranked this section a 3.7.

## ***Stakeholder Engagement:***

WJ Bryan Elementary serves a clientele of approximately 1,331. Our main goal is to promote a safe learning environment where students feel that they are learning. In order to achieve this, we have a challenging curriculum that incorporates all of the District mandates. In addition, we strive to address all of the needs of our customers; cognitive, affective and emotional. Results of the Organizational Performance Improvement survey indicate that teachers ranked this section a 4.1.

## ***Faculty & Staff:***

The implementation of a leadership team that encompasses a broad cross-section of the faculty and staff will meet on a regular basis to discuss areas of concern for student performance, parent involvement, and teacher concerns. This leadership team will be governed in similar fashion to the EESAC, but in this instance, although consensus will be sought, it is not essential.

Utilizing a team approach promotes more buy-in from the faculty, since they have teacher spokespersons to represent their issues. Results of the Organizational Performance Improvement survey indicate that teachers ranked this section a 3.9.

## ***Data/Information/Knowledge Management:***

Faculty at WJ Bryan have become more proficient at utilizing tools provided by the District to gather and analyze data. Using the most current data available assists the teachers in planning short and long range goals for the classroom. Teachers can instantly target students who may experience difficulties based on their performance indicators. Results of the Organizational Performance Improvement survey indicate that teachers ranked this section a 4.2.

### ***Education Design:***

WJ Bryan Elementary utilizes the Continuous Improvement Model (CIM). This model is comprised of an eight step data-driven process that assesses students on a regular basis for enrichment and remediation. Through collaborative planning, teachers also utilize the Plan-Do-Study-Act design to evaluate student progress and to identify areas of weakness in the instructional delivery.

### ***Performance Results:***

In the planning for the School Improvement Process, several areas have been impacted that have previously not attracted attention due to all of the constraints placed upon the school and students to achieve. The enrichment area has sorely lacked our attention and a goal specifically targeting this component will generate more planning to incorporate the arts and humanities into the everyday curriculum. This can allow for teachers to capitalize on different learning modalities than those they address on a daily basis. Additionally, safety and discipline, as it pertains to suspensions and incident reports will be closely scrutinized, causing administration and teachers to look at alternative consequences to infractions at the school site.

# *Additional Requirements*

Only for schools under state sanction

---

## **• High Quality, Highly Qualified Teachers:**

WJ Bryan Elementary School strives to maintain a faculty of highly qualified teachers and staff. To that end, administrators and selected Interview Team members attended the job fair to seek out qualified, motivated and committed teachers. The interview process is usually conducted by a panel of administrators and selected personnel to ensure a fair and equitable process for all candidates. Open positions are posted on the MDCPS website and interviews are conducted for several days. In order to retain newly hired teachers, a new teacher orientation program is in place at the school site.

## **• Highly Qualified, Certified Administrators:**

Mrs. Milagros Maytin-Miret, the temporary principal of WJ Bryan Elementary School, has had varied experiences during her 16 years as an educator that have made her highly qualified to be the educational leader at this school site. Mrs. Maytin-Miret obtained her bachelor's degree in Elementary and Early Childhood Education from Florida International University in 1991 and a master's degree from the same institution in Elementary Education in 1994. Mrs. Maytin-Miret completed her leadership certification classes at Florida International University while in pursuit of a doctoral degree in Curriculum and Instruction / Instructional Leadership. Mrs. Maytin-Miret completed all coursework towards this degree and completed oral and written comprehensive exams, but has yet to complete the doctoral dissertation.

Mrs. Maytin-Miret taught at the elementary level for seven years before leaving the classroom. She worked with the Title I program as a teacher on special assignment for two years, ensuring that schools being Title I funded had the required compliance documentation. Mrs. Maytin-Miret has been an administrator for Region II for the past seven years, four of which were at an elementary school and two were spent at the senior high school level. She has been in charge of curriculum at both school sites and has worked arduously with teachers at each location to identify student needs and address deficiencies in order to increase student performance. Mrs. Maytin-Miret's philosophy is that all children can learn, given the right circumstances.

Ms. Carmen A. Boyd has served twenty-three years as a Miami-Dade County Public School educator. She earned her bachelor's degree in Elementary and Early Childhood Education from the University of Miami in 1979 and a master's degree in Varying Exceptionalities and Mental Retardation from St. Thomas University in 1985. Ms. Boyd received her Leadership in Education certification from Nova University in 1998. She has experiences at both the elementary and middle school levels. She has served as a peer teacher, a team leader for sixth grade and the Student at Risk Program, coordinator for the first Project Victory Program, and department chairperson for a middle school Exceptional Education Program. Ms. Boyd also participated in the development of the standards for National Board Certification for teachers at the University of Georgia. As an educator, Ms. Boyd has received recognition as Teacher of the Year, outstanding performance as a career educator, and a First Union Role Model. Special pride is taken in the fact that Ms. Boyd prepared ESE students for successful transition into standard curriculum classes. She also prepared many of the students in the Student at Risk Program to achieve above average scores on the Florida Writes Test. Ms. Boyd is a strong believer in collaborative planning; she believes in utilizing the strengths and expertise of every staff member is the key to successfully educating children.

Ms. Nyce Daniel has over 19 years of experience in the field of education. She has worked as Social Studies and ESOL teacher, parent liaison, club sponsor, guidance counselor, Student Services Chairperson, assistant athletic director, test chairperson, curriculum specialist, vice-principal at several middle and senior high schools and adult education centers prior to becoming an assistant principal at WJ Bryan Elementary School. Ms. Daniel is certified in Psychology 6-12, Guidance and Counseling PK-12, and Administration and Supervision K-12. At the secondary level, she has been instrumental in the capacity of Assistant Principal for curriculum by coordinating inservices and developing many activities for the faculty and staff to enhance instruction and



provide the teachers with the support and resources necessary to be successful in the classroom. She facilitated parent and community workshops to empower the parents in becoming involved in their children's education. Ms. Daniel's knowledge and effectiveness has been recognized by her former students, faculty and supervisors from various schools as shown by the schools' improvement (Brownsville Middle School moved from a D to a C in 2001-2002; Miami Northwestern Senior High School made gains in 2002-2003 and moved from an F to a D in 2003-2004). As Ms. Daniel makes the transition to the elementary level, she continues to work closely with the teachers, parents, and students to ensure students' success by monitoring daily instruction through the implementation of the curriculum calendar, the scope and sequence and the use of available resources. She envisions that WJ Bryan Elementary School will continue to improve.

Ms. Rosa Iglesias has served over 11 years in the field of education. She has served Miami Dade County Public Schools as a Guidance Counselor since 1997. She earned her bachelor's degree in Psychology from St. Thomas University in 1993 and a Master's degree in Guidance and Counseling in 1997. As a school guidance counselor Ms. Iglesias wore many hats and has served and chaired many committees. Some of these include: Teacher United Way, Career Fair, Hispanic Heritage, Safe Child, Red Ribbon, White Ribbon, Green Ribbon, Project PROUD, Peer Mediators, school liaison for Rainbow Park Magnet Program, Dade Partners. She was over our Student United Way who never failed to meet and exceed their goal due to her dedication and tireless efforts. Her enthusiasm for any project she takes on is clearly evident. A combination of unique ideas to stimulate student interest, and her high-energy approach is the obvious key to her success. Ms. Iglesias received her Educational Leadership degree from Nova Southeastern University in 2000. She has experience at both the elementary and middle school levels. She most recently has been assigned to providing administrative support and guidance to our Pre-K, Kindergarten and First grade teachers at W.J. Bryan in addition to supervising the ESE and Bilingual Education Departments.

### **• Teacher Mentoring:**

The teacher mentoring program at WJ Bryan Elementary School consists of the assignment of a veteran teacher to serve as a mentor to new teachers in addition to the assistance provided by the grade level chairperson. Veteran teachers and administrators provide new teachers with assistance in lesson planning, classroom management and teacher student relationships. New teachers are scheduled to attend a minimum of one monthly professional development meeting, which is conducted by the administration. To further provide teacher mentoring assistance to new teachers, a professional growth team (PGT) is assembled to work specifically with the new teachers throughout the school year. The PACES Professional Growth Team consists of a colleague teacher selected by the annual contract (AC) teacher, a second colleague teacher selected by the principal, and an optional third colleague teacher selected by mutual agreement.

### **• School Advisory Council:**

The purpose of the Educational Excellence School Advisory Council of WJ Bryan Elementary School is to define a vision and establish goals for the improvement of student achievement. The EESAC works together with the principal in preparation and evaluation of the school improvement plan and fosters an environment of professional collaboration among the educational stakeholders of the school. In addition, The EESAC also provides input with the school budget as it relates to the School Improvement Plan. The principal and elected members of the EESAC use consensus management to improve student achievement in a collaborative manner.

### **• Extended Learning Opportunities**

A before, during and after school tutoring program, as well as a Saturday Academy will continue to be implemented at WJ Bryan Elementary School. These services are implemented utilizing funds from EESAC, Title I, and the Student Achievement Enhancement Program. Certified teachers provide quality instruction during the before, after, and Saturday tutorial sessions. Additionally, part-time hourly teachers have been hired to provide additional support to students working below grade level.

• **School Wide Improvement Model**

WJ Bryan Elementary School will continue to utilize the Continuous Improvement Model (CIM). This model is comprised of an eight step data-driven process that assesses students on a regular basis for enrichment and remediation. These steps include: test scores, desegregation of data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance and monitoring of progress.

## GOAL 1: READING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 1 STATEMENT:***

To improve reading performance of all NCLB student populations so all students will be able to read on or above grade level.

### ***Needs Assessment***

WJ Bryan Elementary School conducted an analysis of the reading data reflecting grade levels and subgroups. The data revealed, that forty-five percent of students in grade three through five are reading below grade level as evidenced by scores falling below level three. An in depth analysis of each grade showed that fifty-eight percent of students are reading below grade level in grade three. Although the statewide average was met for every benchmark tested, improvement can be made. These students need additional help with main idea/author's purpose and word phrases. In grade four, forty-two percent of students are reading below grade level as evidenced by scores on the 2005 Reading FCAT administration. Although the statewide average was met for every benchmark tested, improvement can be made in word phrases and main idea. Finally, in grade five, forty-nine percent of the students are reading below grade level, also evidenced by scores on the 2005 Reading FCAT Administration. The statewide average was met for every benchmark tested. This data indicates that teachers at W.J. Bryan Elementary School will continue to focus on analyzing assessment data and utilizing intervention strategies in areas that students scored the lowest. Teachers also need to continue to attend school-wide professional development activities related to reading comprehension, promoting fluency and vocabulary development. In addition, teachers will need to utilize the curriculum and calendar activities established by the Administration and the Leadership Team to promote reading achievement. Additionally, results of each individual subgroup were analyzed and scrutinized. Students with Disabilities (SWD) in grades three through five, scored at or above grade level. Limited English Proficiency (LEP)

students scored below grade level. This means that out of the fourteen (14) students tested one (1) student scored at level three or above. In order to have made adequate progress, two (2) students needed to score at or above grade level to meet the percentage outlined by the 2005 – 2006 NCLB standards. As a result, general education teachers, LEP teachers and tutors collaborate in order to best accommodate the needs of each student.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three, four, and five will maintain or improve their reading skills as evidenced by 60% of the students achieving Level 3 or above on the administration of the 2006 FCAT Reading Assessment Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students (LEP) in grades three, four, and five will increase their reading skills as evidenced by 44% of the students reaching achieving Level 3 or above on the administration of the 2006 FCAT Reading Assessment Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor District approved 2 hour reading block, utilizing the CRRP, the Houghton Mifflin 5 Day Reading Plan, while complying with the Reading First grant requirements.	Administration, Teachers	8/8/05	5/26/06
Analyze 2005 FCAT Reading Test Data to identify strengths and Opportunities for Improvements (OFI)	Administration, Leadership Team, Reading Coaches, Teachers	8/8/2005	5/26/06
Utilize Voyager Program with all Tier 2 & 3, ESE and LEP students working below grade level.	Teachers, Hourly Teachers, Reading Coaches	9/1/05	5/26/06
Utilize Accelerated Reader/STAR program to provide students with skills that will enhance reading comprehension, vocabulary and computer skills.	Teachers, Media Specialist	9/1/05	5/26/06
Utilize Houghton Mifflin Soar to Success with all Tier 1, ESE, and LEP students working below grade level.	Teachers, Hourly Teachers, Reading Coaches	10/15/05	5/1/06
Utilize the reading coaches as mentors to model lessons while providing feedback to teachers.	Administration, Reading Coaches	8/8/05	5/26/06
Analyze 2005 FCAT Reading Test Data to identify strengths and Opportunities for Improvements (OFI) of LEP students and provide interventions to meet state mastery requirement.	Administration, Leadership Team, Reading Coaches, Teachers	8/8/05	5/1/06
Facilitate parental involvement through our Family Enrichment Center by distributing informative literature in student's home language to encourage parents to read with their child at home.	Leadership Team, Community Involvement Specialist, Teachers	9/1/05	5/1/06
Provide lowest 25% performing students with tutoring services before, during, and after school four times a week.	Administration, Tutors	9/26/05	3/1/06
Provide students an opportunity to participate in Extended Foreign Language French Program in	EFL Teacher	8/8/05	5/26/06

grades k and 1.	
-----------------	--

## **Research-Based Programs**

Houghton Mifflin 5 Day Reading Program, Houghton Mifflin Soar to Success and Early Success, Voyager Passport, and Quick Reads.

## **Professional Development**

Data Analysis In-service, Houghton Mifflin In-Service, CRISS Training, Data Driven Analysis, Accelerated Reader, Reading Benchmark Strategies, DIBELS, and Voyager. Delivery of the in-services will include modeling lessons and mentoring of teachers by the reading coaches.

## **Evaluation**

The scores of the 2006 Florida Comprehensive Assessment Test (FCAT) in reading will be used to evaluate this objective, including progress monitoring district assessments, and the Baseline Pre and Post Tests.

## GOAL 2: MATHEMATICS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 2 STATEMENT:***

To improve mathematical skill and performance of all NCLB student population, all students will be able to function on or above grade level in mathematics.

### ***Needs Assessment***

WJ Bryan Elementary School conducted an analysis of the math data reflecting grade levels and subgroups. The data revealed that fifty-two percent of students in grades three through five are working below grade level as evidenced by scores falling below level three. An in depth analysis of each grade showed the following: sixty-one percent of students are working below grade level in grade three. These students need additional help with Geometry, Algebraic Thinking, Number Sense, Measurement, and Data Analysis. In grade four, forty-six percent of students are working below grade as evidenced by scores on the 2005 Math FCAT Administration. These students need additional help with Algebraic Thinking, Number Sense, Measurement, and Data Analysis. Finally, in grade five, sixty-five percent of the students are working below grade level, also evidenced by scored on the 2005 Math FCAT administration. These students need additional help with Geometry, Algebraic Thinking, Number Sense, Measurement, and Data Analysis. This data indicates that teachers at W.J. Bryan Elementary School must take a closer look at assessment data to focus on areas in which students scored the lowest. They also need to attend professional activities related to mathematical comprehension skills, promoting mathematical basic skill development activities. In addition, teachers will need to utilize the curriculum and calendar activities established by the Leadership Team, as well as classroom time and resources to promote student achievement. Each individual subgroup was analyzed and scrutinized. As a result, general education teachers, ESE teachers, ESOL teachers, and tutors will collaborate in order to best facilitate the needs of each student.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three, four, and five will increase their math skills as evidenced by 53% of the students achieving Level 3 or above on the administration of the 2006 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency students (LEP) in grades three, four, and five will increase their math skills as evidenced by 50% of the students achieving Level 3 or above on the administration of the 2006 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, African American students in grades three, four, and five will increase their math skills as evidenced by 50% of the students achieving Level 3 or above on the administration of the 2006 FCAT Math Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Scott Foresman-Addison-Wesley textbook to implement an uninterrupted daily 60-minute block in mathematics for grades kindergarten through fifth grade.	Administration, Teachers	8/8/05	5/26/06
Implement and monitor school developed instructional-focus timeline for all subgroups.	Leadership Team, Teachers, Math Leader	8/8/05	5/26/06
Identify all subgroups scoring at achievement level 1 and 2 on the FCAT Mathematics test as delineated in adequate progress disaggregated data.	Administration, Teachers, Math Leader	8/8/05	5/26/06
Analyze the District Interim assessments given to all subgroups to monitor and identify low achievement level students allowing for intervention and modification of instruction to improve mastery of the Sunshine State Standards.	Administration, Leadership Team, Math Leader, Teachers	8/8/05	5/26/06
Utilize Mathematics Long-Range Plans for Kindergarten through fifth grade.	Teachers	8/8/05	5/26/06
Utilize Riverdeep and FCAT Explorer computer assisted resources to reinforce and enhance skills in mathematics.	Teachers	9/1/05	5/1/06
Analyze 2005 FCAT Math Test Data to identify strengths and Opportunities for Improvements (OFI) of all LEP student NCLB population to provide intervention to meet state mastery requirements.	Administration, Leadership Team, Math Leader, Teachers	8/8/05	5/26/06
Analyze 2005 FCAT Math Test Data to identify strengths and Opportunities for Improvements (OFI) of all African American student NCLB population and provide interventions to meet state	Administration, Math Leader, Teachers	8/8/05	5/26/06

mastery requirement.			
Analyze 2005 FCAT Math Test Data to identify strengths and Opportunities for Improvements (OFI) of all NCLB student populations and provide interventions to meet state mastery requirement.	Administration,Leadership Team, Math Leader,Teachers	8/8/05	5/26/06
Provide lowest 25% performing students with tutoring services before, during, and after school four times a week.	Tutors	9/26/05	3/1/06
Utilize Student Performance Indicators to monitor data of grades three, four, and five students to ensure they are making learning gains.	Teachers,Computer Specialist	8/8/05	5/26/06

## **Research-Based Programs**

Scott Foresman Addison-Wesley Mathematics Program

## **Professional Development**

Data Analysis In-service, Professional development training will include assessment and analysis of data and differentiated instruction for all students. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or District /Region Center initiative. Delivery of the in-services will include modeling lessons and mentoring of teachers by curriculum support personnel.

## **Evaluation**

The scores of the 2006 Florida Comprehensive Assessment Test (FCAT) in mathematics will be used to evaluate this objective, including progress monitoring district interim assessments, as well as monthly reports, which will provide formative assessment which will be used to monitor progress toward the objective.

## GOAL 3: WRITING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 3 STATEMENT:**

To improve and maintain writing skills and performance of all NCLB student population, all students will be able to incorporate the following elements in their writing, focus, organization, support, and conventions.

### **Needs Assessment**

An analysis of the 2005 FCAT Writing results in grade four indicates that 89% of students met high standards. However, upon further analysis 18% scored at level 3 and 82% scored at level 3.5 or above.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 95% of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Accelerated Writer, a technology component to aid in the writing process.	Teachers, Computer Specialist	10/15/05	5/1/06
Form instructional groups based on writing pre and post tests and provide skill acquisition in narrative and expository writing.	Teachers, Reading Coaches	9/15/05	5/1/06
Utilize the Professional Development Protocol Model to create learning communities, whereby planning, delivery, follow-up and evaluation are addressed.	Administration, Leadership Team, Reading Coaches, Teachers	10/15/05	5/1/06
Provide all fourth grade students scoring level 3.5 or below with tutoring services four times a week.	Administration, Leadership Team, Tutoring Coordinator	9/26/05	3/1/06
Analyze 2005 FCAT Writing Test Data to identify strengths and Opportunities for Improvements (OFI) of all NCLB student populations and provide interventions to meet state mastery requirement.	Administration, Leadership Team, Reading Coaches, Teachers	8/8/05	5/26/06

### Research-Based Programs

Houghton Mifflin Reading Program

### Professional Development

Training for teachers will include techniques to improve the delivery of instruction, maximize the opportunities for learning, the art of teaching writing, scoring of student samples using the rubric, pre-writing skills, vocabulary development, and editing.

### Evaluation

The objective will be evaluated by scores of the 2006 FCAT Writing Test, Interim assessments and reports will provide additional data which will be used to monitor progress toward achieving the objective.

## GOAL 4: SCIENCE

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 4 STATEMENT:***

Increase the scientific knowledge of all students, so all students will be able to apply scientific method.

### ***Needs Assessment***

WJ Bryan Elementary achieved a mean scale score of 273 on the 2005 FCAT Science Administration. An analysis of the content scores indicates that Physical /Chemical, Life/Environmental, and Scientific Thinking are strengths for students in grade five. However, further analysis reveals that Earth and Space Science will require additional instructional focus.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT Science Test to identify strengths and weaknesses.	Administration,Leadership Team,Math/Science Leader,Teachers	8/8/05	5/26/06
Focus on district-designed science scope and sequence, aligned to the SSS/CBC and develop an instructional focus calendar.	Administration,Science Lab Teacher,Teachers	8/8/05	5/26/06
Utilize the State of the Art Science Lab for 3rd to 5th grade students.	Administration,Science Lab Teacher,Teachers	9/1/05	5/26/06
Utilize the Professional Development Protocol Model to create learning communities, whereby planning, delivery, follow-up and evaluation are addressed.	Administration,Leadership Team,Science Lab Teacher,Teachers	8/8/05	5/26/06
Disaggregate data obtained from science assessments to identify benchmarks needing remediation.	Administration,Leadership Team,Teachers	8/8/05	5/26/06
Utilize FOSS Science Kits and Riverdeep Science to enhance science skills.	Teachers	9/1/05	5/1/06
Emphasize ongoing cross-curricular utilization of the scientific method as a problem solving tool applicable to all grade levels and culminate with a school-wide Science Fair.	Science Lab Teacher, Teachers	9/15/05	5/1/06

### Research-Based Programs

Hardcourt Science, 2000 edition

### Professional Development

Professional development training will include: focus on the eight science strands, use of hands-on science activities, managing and guiding cooperative groups, and CRISS Training.

## **Evaluation**

District provided assessments will be used to analyze progress and guide instruction for reinforcement and or enrichment. Achievement of the objective will be considered when students demonstrate improvement or mastery in science concepts and knowledge, as evidenced by a mean scale score of 286 on the 2006 administration of the FCAT Science test.

## GOAL 5: PARENTAL INVOLVEMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 5 STATEMENT:**

The school will provide increased opportunities for parents to be involved in their children’s education.

**Needs Assessment**

Based on information gathered from the 2004-2005 Title I Parent Outreach Monthly School Report, WJ Bryan Elementary had a total of 7,919 parents and community members sign attendance rosters for various events throughout the school year. Focus is placed this year in providing additional parent workshops and training.



## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community participation at a variety of school activities, seminars, and functions as evidenced by increasing the number of parents signing in on attendance rosters and hourly logs from 7,919 for the 2004-2005 school year to 8,314 parents signing in on attendance rosters and hourly logs for the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and deliver on-going training and seminars in English, Spanish, and Creole to empower parents with the skills needed to assist students with home learning and test preparation.	Leadership Team,Community Involvement Specialist	8/8/05	5/26/06
Encourage parents to utilize our Parent Outreach Center, which will operate from 7:30am to 6:30pm.	Leadership Team,Community Involvement Specialist	8/8/05	5/26/06
Utilize our state of the art Computer Lab/Business Center to initiate our "Technology TNT" Program (Technology Tuesdays and Thursdays) to train parents on basic computer skills.	Leadership Team,Community Involvement Specialist, Computer/Business Center Personnel	9/15/05	5/1/06
Continue to provide parents with a monthly calendar of upcoming events.	Administration,Leadership Team,Community Involvement Specialist	9/1/05	5/1/06
Articulate with the North Miami Senior High School Adult Program to bring adult education classes into the school community.	Leadership Team,Community Involvement Specialist	10/15/05	5/1/06
Expand upon the number of parent volunteers in our school.	Leadership Team,Community Involvement Specialist	8/8/05	5/26/06
Prioritize the areas of greatest concern by surveying parents needs and plan accordingly.	Administration,Leadership Team,Community Involvement Specialist	8/8/05	9/8/05

## Research-Based Programs

The National PTA Standards for Parents Family Involvement Program

## **Professional Development**

Title 1 Instructional Fair, Community Involvement Specialist Training, and Parental Involvement Conference

### **Evaluation**

The objective will be evaluated by comparing the attendance roster and hourly log of a variety of school activities, seminars, and functions for the 2004-2005 school year to the 2005-2006 school year.

## GOAL 6: DISCIPLINE & SAFETY

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**GOAL 6 STATEMENT:**

The school will provide a safe and disciplined environment for all students.

**Needs Assessment**

Based on data gathered from the 2004-2005 end of year SCM and suspension report, WJ Bryan Elementary had a total of 11 indoor suspensions and 93 outdoor suspensions, for a yearly total of 104 suspensions.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of suspensions from 104 during the 2004-2005 school year, to 94 during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop guidelines for implementing provisions to allow teachers to remove disruptive student(s) from classroom.	Administration, Leadership Team, EESAC, Discipline Committee	10/15/05	12/15/05
Provide students with training on the Code of Student Conduct manual to decrease in the number of teacher written referrals.	Administration, Teachers	9/1/05	5/26/06
Provide incentives to students to increase the attendance rate.	Administration	8/8/05	5/26/06
Establish in-house alternatives to violations of Code of Student Conduct in order to decrease the number of outdoor suspensions.	Administration, Teachers	8/8/05	5/26/06

## Research-Based Programs

Not Applicable

## Professional Development

Teachers will be given: Code of Student Conduct, NCR copy of Student Case Management (SCM) System Codes List

## Evaluation

The objective will be evaluated by comparing the number of Student Case Management (SCM) from the 2004-2005 school year to the 2005-2006 school year.

## GOAL 7: TECHNOLOGY

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 7 STATEMENT:**

The school will provide enhanced opportunities to integrate technology in all curricular areas.

**Needs Assessment**

Based on information gathered from Accelerated Reader STAR Reading assessment, approximately 85.7% of the students at WJ Bryan Elementary were assessed during the 2004-2005 school year. Approximately 3% of the students utilized the Test Tools program, 10% utilized the FCAT Explorer program, and 35% utilized the Riverdeep program. The 2004 STaR Survey indicated that WJ Bryan ranked below the District percentage in the area of 21st Century Learning Tools, indicating that we are not capitalizing on the learning tools at our disposal.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of technology as evidenced by a 10% increase of technology-based programs during the 2005-2006 school year as compared to 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Internet access to portable classrooms so that all students have equal access to Internet-based programs.	Administration,OIT	10/1/05	12/1/05
Schedule all students in grades 3-5 for the Business Computer Lab.	Business Lab Teacher, Teachers	9/15/05	5/26/06
Ensure that all students in grades 1-5 are assessed utilizing the Accelerated Reader STAR Reading assessment.	Administration,Media Specialist,Computer Specialist	8/8/05	2/15/06
Provide teachers with professional development in the area of technology.	Administration,Computer Specialist	9/15/05	5/1/06

## Research-Based Programs

Not Applicable

## Professional Development

AIP/SPI, FCAT Explorer training, Riverdeep training

## Evaluation

The objective will be evaluated by comparing the number of student interactions with technology-based programs evidenced by a 10% increase during the 2005-2006 school year as compared to 2004-2005 school year.

## GOAL 8: HEALTH & PHYSICAL FITNESS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 8 STATEMENT:**

Students will develop interests and skills that promote and encourage lifetime fitness for daily living and overall wellness.

**Needs Assessment**

Based on results from the 2004-2005 FITNESS Gram administration, out of 411 students tested, 312 received Gold or Silver awards. This indicates that 76% of students tested were award recipients.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four through five will improve their physical fitness skills as evidenced by an annual increase of 3% in award recipients as measured by the FITNESS Gram, from 76% during 2004-2005 to 79% during 2005-2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the Physical Education Program to ensure activities are related to assessment component.	Administration	8/8/05	5/26/06
Ensure instructional time is dedicated to fitness related activities.	Administration	8/8/05	5/26/06
Analyze the FITNESS Gram assessment.	PE Teachers	9/1/05	5/1/06
Administer a pre test to determine baseline measures.	Administration, PE Teachers	9/1/05	5/1/06
Compare post test data to measure student/school improvement.	Administration, PE Dept. Chairperson, PE teachers	9/1/05	5/1/06
Develop an action plan to insure input from the physical education department to meet goals and objectives stated.	Administration, PE Dept. Chairperson	9/1/05	5/1/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

Based on the result of the 2005-2006 FITNESS Gram, a comparative analysis will be conducted on the pre-post test data to measure student/school improvement.



## GOAL 9: ELECTIVES & SPECIAL AREAS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 9 STATEMENT:***

Students will develop an appreciation of the arts and humanities through expanded curricular and extra-curricular offerings.

### ***Needs Assessment***

Based on the M-DCPS mandated extra-curricular enrichment program, all students will be offered the opportunity of enrichment to develop an appreciation of the arts. During the 2004-2005 school year, WJ Bryan offered several extra-curricular activities such as:

Chess Club (30 students),

Violin (20 students),

Hispanic Heritage Show (50 students),

Haitian Flag Day Presentation (30 students),

Environmental Club (12 students),

Art in the Park (18 students),

Poetry Contest (8 students)

## Measurable Objective

Given emphasis on the benefits of participating in enrichment programs, the number of students enrolled in Violin Club, Environmental Club, Hispanic Heritage Performance, Haitian Flag Day Performance, Poetry Contests, Art in the Park, and Student Government will increase in participation by 10% from 168 students participating during the 2004-2005 school year to 184 students participating during the 2005-2006 school year as evidenced by student rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Student Government in grades 3-5 to promote civic participation and oratory skills.	SGA Sponsor	10/1/05	5/1/06
Augment Violin program.	Music Teachers	9/15/05	5/15/06
Identify more students for the environmental club, art club, chess club, and heritage programs.	Teachers	10/15/05	5/1/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

W J Bryan Elementary will increase student participation in extra-curricular activities as evidenced by student roster membership in the following clubs and activities; Student Government, Chess Club, Environmental Club, Violin Club, Art in the Park Club, Hispanic and Haitian Heritage celebration participation.

## GOAL 10: RETURN ON INVESTMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***GOAL 10 STATEMENT:***

W.J. Bryan Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, W.J. Bryan Elementary ranked at the 58th percentile on the State of Florida ROI index.

## Measurable Objective

W.J. Bryan Elementary School will improve its ranking on the State of Florida ROI index publication from the 58 percentile in 2003 to the 71 percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration,Leadership Team,EESAC	8/8/05	5/26/06
Collaborate with the district on resource allocation.	Administration,Leadership Team,EESAC	8/8/05	5/26/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations and volunteer networks.	Administration,Leadership Team,EESAC	8/8/05	5/26/06
Consider shared use of facilities, partnering with community agencies.	Administration,Leadership Team,EESAC	8/8/05	5/26/06

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, W.J. Bryan Elementary will show progress toward reaching the 71 percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

### ***Budget:***

The EESAC committee will review the yearly school budget and will be provided a report of current EESAC funds balances as part of each of the monthly meetings. All requests for financial assistance to the EESAC shall be made in writing and presented at the meetings as part of new business. EESAC will vote on allocation of resources based on impact to the total school program.

### ***Training:***

The EESAC committee members shall receive training on budget, SIP preparation, and student data analysis each year.

### ***Instructional Materials:***

The EESAC committee will be given the opportunity to review instructional materials being purchased through school based funds and EESAC funds.

### ***Technology:***

The EESAC committee shall receive reports from the Micro systems technician and the computer specialist as to the state of the technology available at the school site. The committee may choose to allocate funds toward the improvement and maintenance of the hardware and software based on a written request and membership vote.

### ***Staffing:***

The EESAC committee shall be made aware of instructional openings on the staff and will be provided with information on viable candidates and interviews upon their request.

### ***Student Support Services:***

The EESAC committee will have access to all school site support personnel on a consultative basis in order to address student, staff and community concerns.

***Other Matters of Resource Allocation:***

The EESAC committee shall review written requests for financial assistance during their monthly scheduled meetings as part of new business. EESAC will vote on allocation of resources based on impact to the total school program.

***Benchmarking:***

The EESAC committee shall receive reports from the standing curriculum committees (Reading, Writing, Mathematics, Parental Involvement, technology, Safety and Discipline), at each monthly meeting detailing progress made towards the School Improvement Plan, District mandated assessments, and in-house assessments.

***School Safety & Discipline:***

The EESAC committee shall have input in the development of guidelines for implementation of provisions to allow teachers to deal with classroom disruptions and have periodic reports from the Discipline and Safety committee and shall provide input in reference to student, staff and community concerns for consideration and review at the next scheduled Discipline and Safety committee meeting.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

---

*Principal*

---

*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

---

*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

---

*Region Superintendent*