
SCHOOL IMPROVEMENT PLAN

2006-2007



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. WJ Bryan recently lost enrollment of over 500 students due to the opening of David Lawrence Jr. K-8 Center, a Region II public school. WJ Bryan Elementary serves a population of 791 students in grades pre-kindergarten through five. The ethnic composition is as follows: 72% Black Non-Hispanic, 23% Hispanic, 3% White Non-Hispanic, and 2% Asian/Indian/Multi-Racial. Approximately 91% of these students qualify for the Federal Free or Reduced 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 course, and extra-curricular activities such as chess, 5000 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 65% of the students achieving Level 3 or above on the administration of the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three, four, and five will increase their math skills as evidenced by 56% of the students achieving Level 3 or above on the administration of the 2007 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 56% of the students achieving Level 3 or above on the administration of the 2007 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 56% of the students achieving Level 3 or above on the administration of the 2007 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three, four, and five will increase their math skills as evidenced by 56% of the students achieving Level 3 or above on the administration of the 2007 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three, four, and five will increase their math skills as evidenced by 56% of the students achieving Level 3 or above on the administration of the 2007 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by students achieving level 3.5 or above on the administration of the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 50% of the students achieving Level 3 or above on the administration of the 2007 FCAT Science Assessment.

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 attending school sponsored events from 53% for the 2005-2006 school year to 58% for the 2006-2007 school year.

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 20% decrease in the number of suspensions from 523 days during the 2005-2006 school year, to 319 days during the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of technology as evidenced by a 5% increase of technology-based programs from 75% during the 2005-2006 school year to 80% during the 2006-2007 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 5% in award recipients as measured by the FITNESS Gram, from 62% during 2005-2006 to 67% during 2006-2007.

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 5% from 197 students participating during the 2005-2006 school year to 205 students participating during the 2006-2007 school year as evidenced by student rosters.

WJ Bryan Elementary School will improve its ranking on the State of Florida ROI Index publication from the 38th percentile in 2004-2005 to the 39th 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, Reading Plus, 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 791 students in grades PK through grade five from the surrounding community. Of these 69% are standard curriculum students, 27% are ESOL students, 10% are ESE students and 91% are economically disadvantaged students who receive free or reduced lunch. The ethnic composition of the school is as follows: 72% Black Non-Hispanic, 23% Hispanic, 3% White Non-Hispanic, 2% 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 69%, Gifted 4%, Academic Excellence 13%, TEAM 9%, Learning Disabled in an inclusion setting 6%, and English for Speakers of Other Languages 27%. The mobility rate of the school is 34%. 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 85 full-time staff members and 33 part-time staff members. Of this group three are administrators and forty-two are classroom teachers. Additionally, there are the following special area teachers: three ESE teachers, two music, two art, two ESOL pull-out, six foreign language, two physical education, two Reading Coaches, one Media Specialist, one micro systems technician, and one counselors. The Family Enrichment Center employs one Title I funded Community Involvement Specialist. The ethnic background of the staff is 33% White Non-Hispanic, 43% Black Non-Hispanic, and 24% Hispanic.

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, Bilingual teachers, Special Area teachers, and 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 3.9.

Stakeholder Engagement:

WJ Bryan Elementary serves a clientele of approximately 791 students. 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 a monthly collaborative planning meeting, 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 principal of WJ Bryan Elementary School, has had varied experiences during her seventeen 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-four 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 twenty 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.

• 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 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 after, and Saturday tutorial sessions. Additionally, part-time hourly teachers have been hired to provide additional support to students working below grade level. Qualified personnel are utilizing research based materials such as Reading Plus, Soar to Success, Early Success, and Voyager to remediate and provide support to struggling students.

• School Wide Improvement Model

WJ Bryan Elementary School, using on-going formative and summative evaluation data, will monitor student achievement utilizing 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, assessments, tutorials, enrichments, maintenance and monitoring of progress.

Additionally, WJ Bryan will evaluate areas of student weaknesses and provide meaningful professional development which will increase teacher effectiveness and best practices.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

To improve reading performance of all students so they 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 thirty-nine 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 thirty-four percent of students are reading below grade level in grade three. These students need additional help with main idea/author's purpose, comparisons and word/phrases. In grade four, forty-four percent of students are reading below grade level as evidenced by scores on the 2006 Reading FCAT administration. Although the statewide average was met for every benchmark tested, improvement can be made in word/phrases, reference/research and main idea/ author's purpose. Finally, in grade five, forty-six percent of the students are reading below grade level, also evidenced by scores on the 2006 Reading FCAT Administration. Although the statewide average was met for every benchmark tested, improvement can be made in word/phrases, and main idea/ author's purpose. The statewide average was met for every benchmark tested. This data indicates that teachers at WJ 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.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" 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 grades three, four, and five will maintain or improve their reading skills as evidenced by 65% of the students achieving Level 3 or above on the administration of the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	9/1/2006	5/1/2007	Universal Pre-K	\$0.00
Analyze 2006 FCAT Reading Assessment Data to identify strengths and Opportunities for Improvements (OFI)	Administration, Leadership Team, Reading Coaches, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Accelerated Reader/STAR program to provide students with skills that will enhance reading comprehension, vocabulary and computer skills.	Teachers, Media Specialist	9/1/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Reading Plus program in grades 3-5 for 90 minutes a week to provide students with skills that will enhance reading fluency, comprehension, vocabulary and computer skills.	Computer Lab Teacher, Classroom Teacher	9/5/2006	5/30/2007	District Strategic Plan	\$16400.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00
Utilize Voyager Program with all Tier 2 & 3, ESE and LEP students working below grade level.	Teachers, Hourly Teachers, Reading Coaches	9/1/2006	3/1/2007	District-wide literacy plan	\$60000.00
Provide students an opportunity to participate in Extended Foreign Language French Program in grades K-2.	EFL Teacher	10/2/2006	5/30/2007	Dual Language Education	\$0.00
Provide lowest 25% performing students with tutoring services during and after school three times a week.	Administration, Tutors	9/1/2006	3/1/2007	District Strategic Plan	\$15000.00
Utilize Houghton Mifflin Soar to Success with all Tier 1, ESE, and LEP students	Teachers, Hourly Teachers, Reading Coaches	9/1/2006	3/1/2007	District-wide literacy plan	\$5000.00

working below grade level.					
Utilize the Reading Coaches as mentors to model lessons while providing feedback to teachers.	Administration, Reading Coaches	8/14/2006	5/30/2007	Mentoring Opportunities	\$60000.00

Research-Based Programs

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

Professional Development

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

Evaluation

Scores of the 2007 Florida Comprehensive Assessment Test (FCAT). Progress monitoring district assessments.

Houghton-Mifflin theme tests.

Baseline Pre and Post Tests.

DIBELS Assessments.

Benchmark Assessments.

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 checked="" 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-six 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: forty-five 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-nine percent of students are working below grade level as evidenced by scores on the 2006 Math FCAT Administration. These students need additional help with Geometry, Algebraic Thinking, Number Sense, Measurement, and Data Analysis. Finally, in grade five, sixty-six percent of the students are working below grade level, also evidenced by scores on the 2006 Math FCAT administration. These students need additional help with Geometry, Algebraic Thinking, Number Sense, Measurement, and Data Analysis. This data indicates that teachers at WJ 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. Students with Disabilities (SWD), Economically Disadvantaged, and Limited English Proficient (LEP) in grades three through five, scored below grade level, as a result, general

education teachers, ESE teachers, ESOL teachers, and tutors will collaborate in order to best facilitate the needs of these student.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 56% of the students achieving Level 3 or above on the administration of the 2007 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 56% of the students achieving Level 3 or above on the administration of the 2007 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 56% of the students achieving Level 3 or above on the administration of the 2007 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three, four, and five will increase their math skills as evidenced by 56% of the students achieving Level 3 or above on the administration of the 2007 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three, four, and five will increase their math skills as evidenced by 56% of the students achieving Level 3 or above on the administration of the 2007 FCAT Math Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Riverdeep and FCAT Explorer computer assisted resources to reinforce and enhance skills in mathematics.	Teachers	9/5/2006	5/30/2007	District Strategic Plan	\$0.00
Implement and monitor school developed instructional-focus timeline for all subgroups.	Leadership Team, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Student Performance Indicators to monitor data of grades three, four, and five students to ensure they are making learning gains.	Administration, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide lowest 25% performing students with tutoring services after school three times a week.	Tutors	10/16/2006	2/28/2007	District Strategic Plan	\$15000.00
Utilize Mathematics Long-Range Plans for grades K-5.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify all subgroups scoring at achievement level 1 and 2 on the FCAT Mathematics Assessment as delineated in adequate progress disaggregated data.	Administration, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

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, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze 2006 FCAT Math Assessment Data to identify strengths and Opportunities for Improvements (OFI) of all African American student NCLB population and provide interventions to meet state mastery requirement.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze 2006 FCAT Math Test Assessment 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, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze 2006 FCAT Math Assessment 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, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Scott Foresman-Addison-Wesley textbook to implement an uninterrupted daily 60-minute block in mathematics for grades K-5.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00

Research-Based Programs

Scott Foresman Addison-Wesley Mathematics Program

Professional Development

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

Scores of the 2007 Florida Comprehensive Assessment (FCAT).

Progress monitoring district interim assessments.

Monthly teacher created formative assessments.

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 checked="" 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 2006 FCAT Writing Assessment results in grade four indicates that 74% of students met high standards. However, upon further analysis 16% scored at level 3 and 74% scored at level 3.5 or above. Data indicates that the remaining 10% of the students tested scored between 0 and 2.5.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" 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 students achieving level 3.5 or above on the administration of the 2007 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Form instructional groups based on writing pre and post tests and provide skill acquisition in narrative and expository writing.	Teachers, Reading Coaches	9/5/2006	4/27/2007	Small Learning Communities	\$0.00
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	10/2/2006	5/1/2007	Continuous Improvement Model	\$0.00
Analyze 2006 FCAT Writing Assessment 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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Accelerated Writer, a technology component to aid in the writing process.	Teachers, Computer Specialist	10/23/2006	4/27/2007	District Strategic Plan	\$500.00
Implement teacher created spiral writing curriculum in grades K-4.	Administrators, Classroom Teachers, Reading Coach	9/5/2006	5/18/2007	District Strategic Plan	\$1000.00
Provide all fourth grade students scoring level 3.5 or below on the District Pretest with additional writing instruction twice a week.	Administration, Leadership Team, Classroom teacher	9/5/2006	2/23/2007	District Strategic Plan	\$11000.00

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

Scores on the 2007 FCAT Writing Assessment.

District Interim Assessments.

School created formative assessments.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<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

An analysis of the 2006 FCAT Science Assessment results in grade five indicates that 23% of students met high standards. A review of the content clusters scores indicates that Physical/Chemical, Life/Environmental, Earth and Space Science, and Scientific Thinking are weaknesses for students in grade five and will require additional instructional focus.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 50% of the students achieving Level 3 or above on the administration of the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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.	Teachers	9/25/2006	4/27/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Science Assessment to identify strengths and weaknesses.	Administration, Leadership Team, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Professional Development Protocol Model to create learning communities, whereby planning, delivery, follow-up and evaluation are addressed.	Administration, Leadership Team, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Focus on district-designed science scope and sequence, aligned to the SSS/CBC and develop an instructional focus calendar.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate data obtained from science assessments to identify benchmarks needing remediation.	Administration, Leadership Team, Teachers	8/14/2006	9/29/2006	Continuous Improvement Model	\$0.00
Utilize FOSS Science Kits and Riverdeep Science to enhance science skills.	Teachers	9/5/2006	5/30/2007	District Strategic Plan	\$1500.00

Research-Based Programs

Harcourt 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

Scores on the 2007 administration of the FCAT Science Assessment.
District provided progress assessments.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" 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 2005-2006 Title I Parent Outreach Monthly School Report, WJ Bryan Elementary had a total of 24 parent events throughout the school year. Providing additional parent workshops and trainings is the goal for the 2006-2007 school year.

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 attending school sponsored events from 53% for the 2005-2006 school year to 58% for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parents to utilize our Parent Outreach Center, which will operate from 8:30am to 3:30pm.	Leadership Team, Community Involvement Specialist	10/30/06	5/30/07	Community Partnerships	\$17000.00
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	8/14/2006	5/30/2007	Community Partnerships	\$1000.00
Continue to provide parents with a monthly calendar of upcoming events.	Administration, Leadership Team, Community Involvement Specialist	9/5/06	5/1/07	Community Partnerships	\$0.00
Articulate with the North Miami Senior High School Adult Program and other agencies to bring adult education classes into the school community.	Leadership Team, Community Involvement Specialist	10/16/2006	5/1/07	Transition and Articulation Programs	\$0.00
Expand upon the number of parent volunteers, DAC/PAC, and parent EESAC representatives in our school.	Leadership Team, Community Involvement Specialist	8/15/06	5/30/07	Community Partnerships	\$0.00
Prioritize the areas of greatest concern by surveying parents needs and plan accordingly.	Administration, Leadership Team, Community Involvement Specialist	8/15/06	5/30/07	Community Partnerships	\$0.00
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	9/5/06	5/30/07	Career Development Programs	\$0.00

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

Title I Parental Involvement Monthly School Report.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" 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 2005-2006 end of year SCM and suspension report, WJ Bryan Elementary had a total of 0 indoor suspensions and 96 outdoor suspensions, for a yearly total of 523 days of suspensions.

Measurable Objective

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 20% decrease in the number of suspensions from 523 days during the 2005-2006 school year, to 319 days during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide incentives to students to increase the attendance rate.	Administration	8/15/06	5/30/07	District Strategic Plan	\$1500.00
Establish in-house alternatives to violations of the Code of Student Conduct in order to decrease the number of outdoor suspensions.	Administration, Teachers	10/1/06	5/30/07	District Strategic Plan	\$0.00
Continue to implement provisions to allow teachers to remove disruptive student(s) from classroom.	Administration, Leadership Team, EESAC, Discipline Committee	8/15/06	5/30/07	District Strategic Plan	\$0.00
Provide students with training on the Code of Student Conduct manual to decrease in the number of teacher written referrals.	Administration, Teachers	9/5/06	10/1/07	Mentoring Opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

Student Case Management (SCM) district generated reports.

COGNOS district generated reports.

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" 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 75% of the students at WJ Bryan Elementary were assessed during the 2005-2006 school year. Approximately 90% of students in grades 3-5 utilized the FCAT Explorer program, and 90% of students in grades 3-5 utilized the Riverdeep program.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of technology as evidenced by a 5% increase of technology-based programs from 75% during the 2005-2006 school year to 80% during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Reading Plus computer assisted fluency program for grades 3-5.	Administration, Teachers, Computer Specialist	9/5/2006	5/25/2007	District Strategic Plan	\$16400.00
Provide Internet access to portable classrooms so that all students have equal access to Internet-based programs.	Administration, OIT	8/15/06	10/15/06	Inclusion	\$0.00
Schedule all students in grades 2-5 for the Business Computer Lab.	Business Lab Teacher, Teachers	9/5/06	5/30/07	Career Development Programs	\$8000.00
Ensure that all students in grades 1-5 are assessed utilizing the Accelerated Reader STAR Reading assessment.	Administration, Media Specialist, Computer Specialist	8/15/06	5/30/07	District Strategic Plan	\$0.00
Provide teachers with professional development in the area of technology.	Administration, Computer Specialist	9/5/06	5/1/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Reading Plus

Professional Development

FCAT Explorer training, Riverdeep training, Reading Plus training

Evaluation

Reading Plus monitoring tool.

Technology logs.

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

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<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 2005-2006 FITNESS Gram administration, out of 382 students tested, 236 received Gold or Silver awards. This indicates that 62% 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 5% in award recipients as measured by the FITNESS Gram, from 62% during 2005-2006 to 67% during 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the Physical Education Program to ensure activities are related to assessment component.	Administration	8/15/06	5/30/07	District Strategic Plan	\$0.00
Ensure instructional time is dedicated to fitness related activities.	Administration	8/15/06	5/30/07	District Strategic Plan	\$0.00
Analyze the FITNESS Gram assessment.	PE Teachers	9/5/06	5/1/07	District Strategic Plan	\$0.00
Administer a pre test to determine baseline measures.	Administration, PE Teachers	9/5/06	10/31/06	District Strategic Plan	\$0.00
Compare post test data to measure student/school improvement.	Administration, PE Dept. Chairperson, PE teachers	4/27/07	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

FITNESS Gram

Professional Development

Not Applicable

Evaluation

2006-2007 FITNESS Gram results.

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

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 participating enrichment activities to develop an appreciation of the arts. During the 2005-2006 school year, WJ Bryan offered several extra-curricular activities such as:

Chess Club (30 students),

Violin (6 students),

Hispanic Heritage Show (30 students),

Haitian Flag Day Presentation (20 students),

Environmental Club (8 students),

Poetry Contest (6 students)

Student Government (60 students)

WJ Bryan's goal is to increase student participation in extra curricular events and activities.

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 5% from 197 students participating during the 2005-2006 school year to 205 students participating during the 2006-2007 school year as evidenced by student rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Student Government in grades 3-5 to promote civic participation and oratory skills.	SGA Sponsor	10/1/06	5/1/07	Expanding arts opportunities	\$0.00
Identify more students for the environmental club, art club, chess club, and heritage programs.	Teachers	9/5/06	5/1/07	Expanding arts opportunities	\$0.00
Augment Violin program by recruiting more student members.	Music Teachers	9/5/06	5/30/07	Expanding arts opportunities	\$500.00

Research-Based Programs

Not Applicable

Professional Development

Chess Training

Evaluation

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

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

WJ Bryan Elementary School will rank at or above the 39th 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 2005, WJ Bryan Elementary ranked at the 38th percentile on the State of Florida ROI Index.

Measurable Objective

WJ Bryan Elementary School will improve its ranking on the State of Florida ROI Index publication from the 38th percentile in 2004-2005 to the 39th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration, Leadership Team, EESAC	8/15/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration, Leadership Team, EESAC	8/15/06	5/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations and volunteer networks.	Administration, Leadership Team, EESAC	8/15/06	5/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration, Leadership Team, EESAC	8/15/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Provide professional development on the State of Florida ROI Index.
Region II budget training.

Evaluation

State of Florida ROI Index publication.

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$166,400.00
Goal 2: Mathematics	\$20,000.00
Goal 3: Writing	\$12,500.00
Goal 4: Science	\$1,500.00
Goal 5: Parental Involvement	\$18,000.00
Goal 6: Discipline & Safety	\$1,500.00
Goal 7: Technology	\$24,400.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$500.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$244,800.00

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