

SCHOOL IMPROVEMENT PLAN 2007 - 2008

William J. Bryan Elementary School (0561)

Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Milagros Maytin-Miret

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

WJ Bryan Elementary School is a 76 year old building located at 1201 NE 125th Street in North Miami, Florida, on approximately 10 acres of land. The main building houses approximately thirty classrooms and there are fifteen portables providing additional classroom space. The school has been designated as a historical landmark and is currently undergoing a \$6.7 million dollar renovation. 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 746 students Pre-K through grade five from the surrounding community. Of these 65% are standard curriculum students, 22% are English Language Learners (ELL) students, 13% are Special Education (SPED) students and 90% are Economically Disadvantaged students who receive free or reduced lunch. The ethnic composition of the school is as follows: 73% Black Non-Hispanic, 22% Hispanic, 2% White Non-Hispanic, 3% Asian/Indian/Multi-Racial.

WJ Bryan Elementary will be having many new and exciting programs for the 2007-2008 and the 2008-2009 school year. The school is currently being considered for a Museum Magnet grant which will provide over one million dollars in professional development, equipment and supplies over the next three school years. Additionally, the school is being designated a Science, Engineering, Communication, Mathematics Enhancement (SECME) Star school for the 2007-2008 school year which will give our students additional support in the mathematics and science.

WJ Bryan Elementary School employs a total of 85 full-time staff members and 25 part-time staff members. Of this group three are administrators and forty-two are classroom teachers. Additionally, there are the following special area teachers: 3 SPED teachers, 1.5 music, 1.6 art, 2 ELL pull-out, 5 foreign language, 2.5 physical education, 2 Reading Coaches, a Media Specialist, a Micro Systems Technician, and a counselor. 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.

WJ Bryan Elementary has an excellent Leadership Team which is instrumental in monitoring student progress and reviewing pertinent data. Our Leadership Team is comprised of several different stakeholders which represent all areas of our school. The Leadership Team consists of administrators, a classroom teacher from each grade level, a United Teachers of Dade (UTD) representative, a Special Education (SPED) teacher, two English Language Learners (ELL) teacher, the Media Specialist, and the Reading Coaches.

A variety of programs are offered to the students: standard curriculum 56%, Gifted 3%, Academic Excellence 13%, Teaching Enrichment Activities to Minorities (TEAM) 13%, Learning Disabled in an inclusion setting 5%, and English for Speakers of Other Languages 22%. The mobility rate of the school is 34%. The socio-economic level of the surrounding community enables our school to receive a significant amount of Title I funding.

There are many special programs offered to the students at WJ Bryan Elementary School. The school receives Title I funding which is utilized almost wholly on personnel and hourly tutors. The school also offers the Academic Excellence program, the TEAM program, and Extended Foreign Language (EFL) French program, the Gifted program, America Reads, the Strings program, and an active chess team.

Given instruction using the Sunshine State Standards, students in grades three, four, and five will maintain or improve their reading skills as evidenced by 58% of the students achieving Level 3 or above on the administration of the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) students in grades three, four, and five will maintain or improve their reading skills as evidenced by 58% of the students achieving Level 3 or above on the administration of the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three, four, and five will increase their mathematics skills as evidenced by 62% of the students achieving Level 3 or above on the administration of the 2008 FCAT Mathematics Assessment.

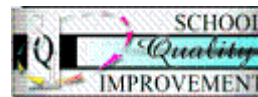
Given instruction using the Sunshine State Standards, English Language Learners (ELL) in grades three, four, and five will increase their mathematics skills as evidenced by 62% of the students achieving Level 3 or above on the administration of the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Black students in grades three, four, and five will increase their mathematics skills as evidenced by 62% of the students achieving Level 3 or above on the administration of the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three, four, and five will increase their mathematics skills as evidenced by 62% of the students achieving Level 3 or above on the administration of the 2008 FCAT Mathematics Assessment.



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Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 82% of the students achieving 3.5 or above on the administration of the 2008 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 52% of the students achieving Level 3 or above on the administration of the 2008 FCAT Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in parental and community participation at a variety of school activities, seminars, and functions as evidenced by increasing attendance in school sponsored events from 1,730 recorded parent signatures for the 2006-2007 school year to 1,782 recorded parent signatures for the 2007-2008 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 5% decrease in the number of suspensions from 49 days during the 2006-2007 school year, to 47 days during the 2007-2008 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% percentage point increase in the use of technology-based programs from 80% during the 2006-2007 school year to 85% during the 2007-2008 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their physical fitness skills as evidenced by 65% of the students meeting high standards and receiving a silver or gold award based on the FITNESSGRAM Test results for the 2007-2008 school year.

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, Academic Excellence, Extended Foreign Language, and Student Government will increase in participation by 5% from 192 students participating during the 2006-2007 school year to 202 students participating during the 2007-2008 school year as evidenced by student rosters.

WJ Bryan Elementary School will improve its ranking on the State of Florida ROI Index publication by at least 1 percentage point, from the 38th to the 39th percentile.

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 Mathematics 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 Indicators Survey (OPIS). 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. They rated this item a 3.4 on the OPIS. 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. They rated this item a 3.6 on the OPIS. 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.



School Improvement Plan 2007-2008



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.

0561 - WILLIAM J. BRYAN ELEMENTARY SCHOOL

VISION

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

Facility/Community

WJ Bryan Elementary School is a 76 year old building located at 1201 NE 125th Street in North Miami, Florida, on approximately 10 acres of land. The main building houses approximately thirty classrooms and there are fifteen portables providing additional classroom space. The school has been designated as a historical landmark and is currently undergoing a \$6.7 million dollar renovation. 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.

Student Demographics

The school serves approximately 746 students Pre-K through grade five from the surrounding community. Of these 65% are standard curriculum students, 22% are ELL students, 13% are ESE students and 90% are economically disadvantaged students who receive free or reduced lunch. The ethnic composition of the school is as follows: 73% Black Non-Hispanic, 22% Hispanic, 2% White Non-Hispanic, 3% Asian/Indian/Multi-Racial.

Strengths

WJ Bryan Elementary will be having many new and exciting programs for the 2007-2008 and the 2008-2009 school years. The school is currently being considered for a Museum Magnet grant which will provide over one million dollars in professional development, equipment and supplies over the next three school years. Additionally, the school is being designated a SECME star school for the 2007-2008 school year which will give our students additional support in the mathematics and science.

Teacher Demographics

WJ Bryan Elementary School employs a total of 85 full-time staff members and 25 part-time staff members. Of this group three are administrators and forty-two are classroom teachers. Additionally, there are the following special area teachers: 3 SPED teachers, 1.5 music, 1.3 art, 2 ELL pull-out, 5 foreign language, 2.5 physical education, 2 Reading Coaches, a Media Specialist, a micro systems technician, and a counselor. 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.

WJ Bryan Elementary has an excellent Leadership Team which is instrumental in monitoring student progress and reviewing pertinent data. Our Leadership Team is comprised of several different stakeholders which represent all areas of our school. The Leadership Team consists of administrators, a classroom teacher from each grade level, a United Teachers of Dade (UTD) representative, a Students With Disabilities (SWD) teacher, a Limited English Proficient (LEP) teacher, the media specialist, and the Reading Coaches.

Class Size

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. Student -teacher ratio in grades K-3 are 18:1 and in grades 4-5 are 22:1. 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 56%, Gifted 3%, Academic Excellence 13%, Teaching Enrichment Activities to Minorities (TEAM) 13%, Learning Disabled in an inclusion setting 5%, and English for Speakers of Other Languages 22%. 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.

Attendance Rate

The school has demonstrated an increase in student attendance trends in the last school year, increasing over one percentage point when compared to the 2005-2006 school year.

Promotion/ Retention Rate

The retention rate percentage for the school for the 2006-2007 school year in grade three was 13%, which did not change from the previous school year. The objective for this school year is to reduce this percentage by at least 10%.

Feeder Pattern

The North Miami Feeder Pattern has a large number of Haitian and Haitian-American students. We have a high number of students who are Limited English Proficient. Many of our parents work multiple jobs and are unable to come to the school for meetings or



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events. In spite of this, our students are slowly narrowing the achievement gap and are inching their way to proficiency.

Special Programs

There are many special programs offered to the students at WJ Bryan Elementary School. The school receives Title I funding which is utilized almost wholly on personnel and hourly tutors. The school also offers the Academic Excellence program, the TEAM program, and Extended Foreign Language (EFL) French program, the Gifted program, America Reads, the Strings program, and an active chess team.

School Community Relations/Partners

The school receives external support from the Region and District by way of curriculum support specialists which provide professional development and suggestions for improvement to the curriculum. Our Dade Partners such as Johnson & Wales University provide field trip opportunities to our students, volunteer students for tutorials, and serve on our EESAC governing body as our business liaison.

Grants

The school was selected to participate in the Reading First grant and recently was selected for the Character Development grant from the Department of Education through the Division of Social Sciences.

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 turn 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 4.2.

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 3.8.

Stakeholder Engagement:

WJ Bryan Elementary serves a clientele of approximately 730 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 4.2.

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:



School Improvement Plan

2007-2008



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 4.0.

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.

Schools Graded 'C' or Below

Professional Development:

Professional development support is provided to the classroom teachers throughout the school year by our two on-site Reading Coaches. The Reading Coaches model strategies and activities conducive to improving the classroom teacher's skill in differentiating instruction in the classroom. Classroom teachers apply the skills taught or modeled by the coaches. Follow-up visitations and informal discussions occur to ensure that the skills are internalized. Teachers have access to the Reading First activity binders as well as using the resources available through the Houghton-Mifflin adopted reading series. Additional support is provided to teachers through Region and District trainings. Teachers are able to register for professional development activities through the web-based teacher professional development portal.

Disaggregated Data :

Student achievement data will be reviewed on an on-going basis in order to guide instruction and provide information to teachers in order to re-teach and remediate. Individualized data discussions will be scheduled three times during the school year with each classroom teacher in conjunction with the administration and the Reading Coaches. These data discussions will be utilized to track the progress of students working below grade level in order to guide instruction, make changes to reading groups, and differentiate instruction to best meet the needs of each student.

Informal and Formal Assessments:

Various ongoing formal and informal assessments will be utilized during the school year to measure student progress. Among the formal assessments are the Florida Comprehensive Assessment Test (FCAT), the District Interim Assessments, the Stanford Achievement Test -10 (SAT), the Diagnostic Indicator of Basic Emergent Literacy Skills (DIBELS), and the Oral Reading Fluency (ORF) Test. Informal assessment is continuously utilized throughout the school year in the form of weekly theme skills assessment, bi-weekly benchmark assessments, and teacher constructed skills tests.

Alternative Instructional Delivery Methods :

WJ Bryan Elementary offers students various opportunities for remediation, acceleration, and enrichment opportunities. We offer students Academic Enrichment and Teaching Enrichment Activities to Minority (TEAM) classes. These classes offer an enrichment curriculum opportunity for students in grades 1-5. Additionally, our students are offered opportunities for remediation through in-school tutorial, an extended reading block for grades three and four, and after-school and Saturday tutorials.



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Reading 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 46% of students in grade three through five are reading below grade level as evidenced by scores falling below Level 3. An in depth analysis of each grade showed that 50% of students are reading below grade level in grade three, scoring Level 1 or 2 on the 2007 administration of the test. These students will need additional help with the following content clusters: Main Idea/Author's Purpose, Comparisons and Word/Phrases. In grade four, 54% of students are reading below grade level as evidenced by scores on the 2007 Reading FCAT Administration. Finally, in grade five, 34% of the students are reading below grade level, also evidenced by scores on the 2007 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.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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"/>

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 58% of the students achieving Level 3 or above on the administration of the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) students in grades three, four, and five will maintain or improve their reading skills as evidenced by 58% of the students achieving Level 3 or above on the administration of the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Administration, Leadership Team, Community Involvement Specialist, Teachers	8/20/2007	6/5/2008	Improve Public Perception	300
Analyze 2007 FCAT Reading Assessment Data to identify strengths and Opportunities for Improvements (OFI)	Administration, Leadership Team, Reading Coaches, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Accelerated Reader/Standardized Testing for Assessment of Reading (STAR) program to provide students with skills that will enhance reading comprehension, vocabulary and computer skills.	Administration, Teachers, Media Specialist	9/1/2007	6/5/2008	Education Innovation	350
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.	Administration, Computer Lab Teacher, Classroom Teacher	9/1/2007	6/5/2008	Education Innovation	1000
Implement and monitor District approved 90 minute reading block, utilizing the CRRP, the Houghton Mifflin 5 Day Reading Plan, while complying with the Reading First grant requirements.	Administration, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	1000
Utilize Voyager Program with all Tier 2 & 3, SPED and ELL students working below grade level.	Administration, Teachers, Hourly Teachers, Reading Coaches	9/1/2007	3/1/2008	Inclusion of SWD	60000
Provide students an opportunity to participate in Extended Foreign Language French Program in grades K-3.	Administration, EFL Teacher	9/10/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide lowest 25% performing students with tutoring services during and after school three times a week.	Administration, Tutors	10/1/2007	3/1/2008	Continuous Improvement Model	10000
Utilize Houghton Mifflin Soar to Success with all Tier 1, ESE, and ELL students working below grade level.	Administration, Teachers, Hourly Teachers, Reading Coaches	9/1/2007	3/1/2008	Inclusion of SWD	5000
Utilize the Reading Coaches as mentors to model lessons while providing feedback to teachers.	Administration, Reading Coaches	8/20/2007	6/5/2008	Continuous Improvement Model	0

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



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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 on the 2008 administration of the FCAT Reading Assessment.
District provided Interim Assessments.
School created Benchmark Assessments.

Mathematics Goal

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

Florida Education Priorities

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
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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"/>

Mathematics 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 mathematics data reflecting grade levels and subgroups. The data revealed that 55% of the students in grades three through five are working below grade level as evidenced by scores falling below Level 3. An in-depth analysis of each grade showed the following: 50% 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, 64% of the students are working below grade level as evidenced by scores on the 2007 Mathematics FCAT Administration. These students need additional help with Geometry, Algebraic Thinking, Number Sense, Measurement, and Data Analysis. Finally, in grade five, 55% of the students are working below grade level, also evidenced by scores on the 2007 Mathematics 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.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
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Given instruction using the Sunshine State Standards, Black students in grades three, four, and five will increase their mathematics skills as evidenced by 62% of the students achieving Level 3 or above on the administration of the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three, four, and five will increase their mathematics skills as evidenced by 62% of the students achieving Level 3 or above on the administration of the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Riverdeep and FCAT Explorer computer assisted resources to reinforce and enhance skills in mathematics.	Administration, Teachers	9/5/2007	6/5/2008	Education Innovation	0
Implement and monitor school developed instructional-focus timeline for all subgroups.	Administration, Leadership Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Student Performance Indicators to monitor data of grades three, four, and five students to ensure they are making learning gains.	Administration, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement before/during/after school tutorial programs to address the mathematical deficiencies of students, using a diagnostic/prescriptive approach.	Administration, Tutors	10/16/2007	2/28/2008	Continuous Improvement Model	10000
Utilize Mathematics Pacing Guides for grades K-5.	Administration, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Identify all subgroups scoring at achievement Level 1 and 2 on the FCAT Mathematics Assessment as delineated in adequate progress disaggregated data.	Administration, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze the Quarterly/Monthly/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	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze 2007 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	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze 2007 FCAT Math Test Assessment to identify strengths and Opportunities for Improvements (OFI) of all ELL student NCLB population to provide intervention to meet state mastery requirements.	Administration, Leadership Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze 2007 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	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Scott Foresman-Addison-Wesley textbook to implement an uninterrupted daily 60-minute block in mathematics for grades K-5.	Administration, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	500
Utilize state adopted research-based textbooks by Scott Foresman-Addison-Wesley.	Administration, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize manipulatives to provide concrete examples of mathematics applications.	Administration, Classroom Teachers	8/20/2007	6/5/2008	Education Innovation	0
Provide professional development opportunities to classroom teachers in the effective implementation of the mathematics program.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	1000

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 on the 2008 administration of the FCAT Mathematics Assessment.
 Quarterly in-house mathematics tests.
 District provided Interim Assessments.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

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

Needs Assessment

An analysis of the 2007 FCAT Writing+ Assessment results in grade four indicates that 74% of students met high standards. Upon further analysis 17% of the students scored a 3.0. Data indicates that the remaining 7% 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
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 82% of the students achieving 3.5 or above on the administration of the 2008 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Form instructional groups based on writing pre and post tests and provide skill acquisition in narrative and expository writing.	Administration, Teachers, Reading Coaches	9/5/2007	4/27/2008	District-wide Literacy Plan	0
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	10/2/2007	6/5/2008	Continuous Improvement Model	0
Analyze 2007 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	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement teacher created spiral writing curriculum in grades K-4.	Administrators, Classroom Teachers, Reading Coach	9/5/2007	6/5/2008	Education Innovation	1000
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	8/20/2007	2/15/2008	Continuous Improvement Model	0

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 2008 FCAT Writing+ Assessment.
 District Writing Prompt Pre and Posttest.
 School created formative assessments.

Science Goal

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

Florida Education Priorities

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

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

Science Statement

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

Needs Assessment

An analysis of the 2007 FCAT Science Assessment results in grade five indicates that 27% of the students met high standards. Furthermore, a review of the tests' content cluster 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 52% of the students achieving Level 3 or above on the administration of the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Administration, Teachers	9/25/2007	4/27/2008	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 FCAT Science Assessment to identify strengths and weaknesses.	Administration, Leadership Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Professional Development Protocol Model to create learning communities, whereby planning, delivery, follow-up and evaluation are addressed.	Administration, Leadership Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the District-designed science scope and sequence, aligned to the SSS/CBC and develop an instructional focus calendar.	Administration, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Disaggregate data obtained from science assessments to identify benchmarks needing remediation.	Administration, Leadership Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize FOSS Science Kits and Riverdeep Science to enhance science skills.	Administration, Teachers	9/5/2007	6/5/2008	Other/ Not Applicable	1500
Create a Science Lab in which students in grades 4 and 5 will participate in hands-on science experiments and explorations on a weekly basis.	Administration, Classroom Teacher	10/1/2007	5/30/2008	Education Innovation	0

Research-Based Programs

Scott-Foresman Science, 2007 Series

Professional Development

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

Evaluation

Scores on the 2008 administration of the FCAT Science Assessment.
 District provided Interim Assessments.
 School created Benchmark Assessments.

Parental Involvement Goal

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

Florida Education Priorities

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their children’s education. The school will provide Adult Education Workshops and programs to increase adult literacy.

Needs Assessment

Based on information gathered from the 2006-2007 Title I Parent Outreach Monthly School Report, WJ Bryan Elementary had a total of 64 parent events throughout the school year. Providing additional parent workshops and trainings is the goal for the 2007-2008 school year.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in parental and community participation at a variety of school activities, seminars, and functions as evidenced by increasing attendance in school sponsored events from 1,730 recorded parent signatures for the 2006-2007 school year to 1,782 recorded parent signatures for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to utilize our Parent Outreach Center, which will operate from 8:30am to 3:30pm.	Administration, Leadership Team, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	17000
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.	Administration, Leadership Team, Community Involvement Specialist	8/20/2007	6/5/2008	Dual Language	0
Continue to provide parents with a monthly calendar of upcoming events.	Administration, Leadership Team, Community Involvement Specialist	9/4/2007	6/5/2008	Improve Public Perception	0
Articulate with the North Miami Senior High School Adult Program and other agencies to bring adult education classes into the school community.	Administration, Leadership Team, Community Involvement Specialist	10/16/2007	6/5/2008	Improve Public Perception	0
Expand upon the number of parent volunteers, District Advisory Council (DAC) / Parent Advisory Council (PAC), and parent Educational Excellence School Advisory Council (EESAC) representatives in our school.	Administration, Leadership Team, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
Prioritize the areas of greatest concern by surveying parents needs and plan accordingly.	Administration, Leadership Team, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
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.	Administration, Leadership Team, Community Involvement Specialist, Computer/Business Center Personnel	10/1/2007	6/5/2008	Improve Public Perception	0

Research-Based Programs

The National Parent-Teacher Association (PTA) Standards for Parents Family Involvement Program

Professional Development

Title 1 Instructional Fair
Community Involvement Specialist Training
Parental Involvement Conference

Evaluation

Title I Parental Involvement Monthly School Report.
Parent Academy end-of-the-year reports.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

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

Needs Assessment

Based on data gathered from the 2006-2007 end of year Student Case Management (SCM) and suspension reports, WJ Bryan Elementary had a total of 0 days of indoor suspensions and 49 days of outdoor 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 5% decrease in the number of suspensions from 49 days during the 2006-2007 school year, to 47 days during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide incentives to students to increase the attendance rate.	Administration	8/20/2007	6/5/2008	Truancy Prevention	1500
Establish in-house alternatives to violations of the Code of Student Conduct in order to decrease the number of outdoor suspensions.	Administration, Teachers	10/1/2007	6/5/2008	Safe and High-quality Facilities	0
Continue to implement provisions to allow teachers to remove disruptive student(s) from classroom.	Administration, Leadership Team, EESAC, Discipline Committee	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Provide students with training on the Code of Student Conduct manual to decrease in the number of teacher written referrals.	Administration, Teachers	9/5/2007	10/1/2007	Safe and High-quality Facilities	0
Utilize the Buddy, Duddy and Bully Video Program to discourage violence and bullying in the school and the community.	Administration, Counselor	8/24/2007	6/5/2008	Safe and High-quality Facilities	60
Utilize Character Development Program activities and strategies to minimize and deter violence at the school site.	Administration, Counselor, Classroom Teachers	8/20/2007	6/5/2008	Safe and High-quality Facilities	0

Research-Based Programs

Character Development Program

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.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

The school will provide enhanced opportunities to integrate the District and State goals for technology in all curricular areas.

Needs Assessment

Based on information gathered from STAR Reading assessment, approximately 75% of the students at WJ Bryan Elementary were assessed during the 2006-2007 school year. Approximately 20% of students utilized the FCAT Explorer program in grades 3-5, 80% of students in grades 2-5 utilized the Reading Plus program, 50% of students in grades 1-2 utilized the Riverdeep program, and approximately 75% of the students in grades 1-5 utilized the Accelerated Reader 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% percentage point increase in the use of technology-based programs from 80% during the 2006-2007 school year to 85% during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Reading Plus Computer Assisted Fluency program for grades 2-5.	Administration, Teachers, Computer Specialist	9/1/2007	6/5/2008	Diversity & Educational Equity	0
Provide Internet access to portable classrooms so that all students have equal access to Internet-based programs.	Administration, Office of Instructional Technology	8/20/2007	6/5/2008	Education Innovation	0
Schedule all students in grades 2-5 for the Business Computer Lab.	Business Lab Teacher, Teachers	9/1/2007	6/5/2008	Education Innovation	8000
Ensure that all students in grades 1-5 are assessed utilizing the Accelerated Reader /Standardized Testing Assessment of Reading(STAR).	Administration, Media Specialist, Computer Specialist	8/20/2007	6/5/2008	Education Innovation	0
Provide teachers with professional development in the area of technology.	Administration, Computer Specialist	8/20/2007	6/5/2008	Education Innovation	0

Research-Based Programs

Reading Plus
Accelerated Reader
Riverdeep
FCAT Explorer

Professional Development

FCAT Explorer training
Riverdeep training
Reading Plus training

Evaluation

Reading Plus monitoring tool.
Technology logs.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

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

Needs Assessment

A review of the 2006-2007 administration of the FITNESSGRAM assessment results indicate that 62% of students in grades 4 and 5 had passing scores, a 1% decrease from the previous year.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their physical fitness skills as evidenced by 65% of the students meeting high standards and receiving a silver or gold award based on the FITNESSGRAM Test results for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the Physical Education Program to ensure activities are related to assessment component.	Administration	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Ensure instructional time is dedicated to fitness related activities.	Administration	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Analyze the FITNESSGRAM assessment.	Administration, PE Teachers	10/1/2007	5/1/2008	Continuous Improvement Model	0
Administer a pre test to determine baseline measures.	Administration, PE Teachers	10/1/2007	10/31/2007	Continuous Improvement Model	0
Compare post test data to measure student/school improvement.	Administration, PE Dept. Chairperson, PE teachers	4/30/2008	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

FITNESSGRAM

Professional Development

Not Applicable

Evaluation

2007-2008 FITNESSGRAM results.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

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

Electives & Special Areas 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 in enrichment activities to develop an appreciation of the arts. During the 2006-2007 school year, WJ Bryan offered several extra-curricular activities. Student attendance rosters indicate participation as follows:

- Chess Club (35 students),
- Violin (15 students),
- Hispanic Heritage Show (30 students),
- Haitian Flag Day Presentation (40 students),
- Environmental Club (12 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, Academic Excellence, Extended Foreign Language, and Student Government will increase in participation by 5% from 192 students participating during the 2006-2007 school year to 202 students participating during the 2007-2008 school year as evidenced by student rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Student Government Association (SGA) in grades 3-5 to promote civic participation and oratory skills.	Administration, SGA Sponsor	9/10/2007	6/5/2008	Exchange Meaningful Information	0
Recruit more students for the environmental club, art club, chess club, and heritage programs.	Administration, Teachers	9/15/2007	6/5/2008	Other/ Not Applicable	0
Augment Violin program by recruiting more student members.	Administration, Music Teachers	10/1/2007	6/5/2008	Other/ Not Applicable	500

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

Return On Investment Goal

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

Florida Education Priorities

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 checked="" type="checkbox"/>

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

Return On Investment Statement

WJ Bryan Elementary School will rank at or above the 39th percentile statewide in the Return On Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (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 by at least 1 percentage point, from the 38th to the 39th percentile.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Research information about the use of financial resources in relation to school programs.	Administration, Leadership Team, EESAC	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Administration, Leadership Team, EESAC	8/20/2007	6/5/2008	Business Process Redesign	0
Reconfigure existing resources or take advantage of a broader resource base, such as private foundations and volunteer networks.	Administration, Leadership Team, EESAC	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Share use of facilities, partnering with community agencies.	Administration, Leadership Team, EESAC	8/20/2007	6/5/2008	Business Process Redesign	0

Research-Based Programs

Not Applicable

Professional Development

Region II budget training.

Evaluation

State of Florida ROI Index publication.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

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 Improvement Plan 2007-2008



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
Reading	77650
Mathematics	11500
Writing	1000
Science	1500
Parental Involvement	17000
Discipline & Safety	1560
Technology	8000
Health & Physical Fitness	0
Electives & Special Areas	500
Return On Investment	0
Total	118710



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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