

Miami-Dade County Public Schools

James H. Bright Elementary/ J.W. Johnson Elementary



2015-16 School Improvement Plan

James H. Bright Elementary/J.W. Johnson Elementary

2530 W 10TH AVE, Hialeah, FL 33010

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	97%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	B

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at James H. Bright/J. W. Johnson Elementary School, in cooperation with the parents and the community, is to prepare our students academically, socially, and emotionally in a positive and safe learning environment. We strive to provide them with the knowledge and necessary skills to think critically and make wise decisions in a multicultural world. Our aim is to empower each and every child to meet the challenges of the 21st Century. James H. Bright/J. W. Johnson Elementary School is privileged to have served our community for over fifty (50) years, and we are dedicated to continue this service into the new millennium, guiding our students' mission to academic excellence. This is our commitment to each child entrusted to us.

Provide the school's vision statement

James H. Bright/J. W. Johnson Elementary School is a school in which every adult who works with students has the highest expectations for the students and the belief that each and every child can and will realize his or her potential. Staff members will endeavor to make each child feel safe, secure and special by providing the most nurturing environment possible. The end result will be that at James H. Bright/J. W. Johnson, EVERYONE WILL BE RACING TO EXCELLENCE.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The Leadership Team, teachers, and Community Involvement Specialist (CIS) work together to build relationships with parents and students. The school provides community resources for parents. Throughout the year, parent workshops encompass technology, academics, and skills to enhance personal growth and learning. During the year, cultural activities are incorporated into the curriculum. The school supports the educational and socioeconomic needs of our families. During Open House, Title I meetings, and literary events, parent surveys provide information that can be used to assess the community's needs. The EESAC links stakeholders to support the school community. Connect-Ed messages and flyers provide important information to support school-wide activities in bringing the community together. To enhance communication, meetings and informational flyers are provided in English and Spanish. Teachers and the school counselor conduct parent/student conferences to maximize student growth. The school houses Health Connect in the clinic. Outside agencies, such as the Institute of Child and Family Health and Citrus, provide medical and psychological services to our families. The Parent Resource Center provides materials for parents to use at home with their children.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Morning and afternoon supervision of students is provided by the staff. Security personnel are positioned in key locations of the building. The school has a Safety to Life Committee and Discipline Committee that address any issues or concerns. The committees monitor the overall security of the campus. Select staff members are trained in CPR and the use of the ADE equipment. In the Autistic units, select staff members are trained to properly restrain students in order to ensure the safety of all the children. Teachers implement strategies that promote honor and respect in the classroom. Monthly, a student from each classroom is recognized for demonstrating one of the CORE values

from the Superintendent's Values Matter Initiative, such as Cooperation and Citizenship. The school informs parents if there are any community concerns.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Parents and students have access to the Code of Student Conduct document. Teachers have been provided a School-wide Discipline Plan document to follow steps for disciplinary incidents. Teachers are provided information regarding the behavioral system at the beginning of the school year and during faculty meetings. Rules are posted in the classrooms. Teachers share classroom and school-wide rules with students. Good behavior is rewarded. The Student of the Month and Do the Right Thing Program recognize students demonstrating Values Matter core values. The counselor works closely with the Administrative Team, teachers, parents, and students to ensure that the behavioral plan is in place and followed. Teachers promote student engagement and are not interrupted during class activities. Individual student disciplinary needs are identified during the Functional Behavioral Assessment (FAB). A Behavioral Intervention Plan (BIP) is implemented that includes communication between the parent, teacher, student, and counselor.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The counselor, social worker, and community agencies work together to provide counseling services for our students. The counselor works closely with the M-DCPS Homeless Coalition and community stakeholders to support our homeless students and their families. Bullying Intervention, Anti-Drug Curriculum and implementation of the Values Matter core values provide opportunities for students to build and maintain healthy relationships.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance is monitored daily. The classroom teacher submits a Student Case Management Referral for any student absent 3, 5, and 10 days. The Attendance Review Committee conferences with the family in order to resolve attendance issues. An Attendance Intervention Plan is initiated after 10 absences. Parents receive resources and counseling to maximize attendance.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	16	20	17	10	10	91
One or more suspensions	0	0	0	1	0	0	1
Course failure in ELA or Math	0	6	5	12	7	13	43
Level 1 on statewide assessment	0	14	30	0	12	50	106
	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Reading Interventions are provided for students in grades K-5. The i-Ready, Imagine Learning, and Reflex Math are computer-based programs available for students to reinforce language, reading, and math skills. The ELL Tutoring Academy will provide additional reinforcement in reading and math skills. The AmericaReads Program assists primary students in reading. Students are progress monitored and counseling services are provided.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195297>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school provides open lines of communication and invitations to school events in order to sustain partnerships with Dade Partners, Univision Television, community volunteers, company grants, EESAC, and other stakeholders. The school calendar is posted on the school's website and it is sent home monthly. Our school's website is an important resource that we use to promote parent involvement and relationship building. In addition to our website, we use the Connect Ed messaging system, Remind 101 Texting Application, email, and the parent portal. Students participate in Take Your Child to Work Day. The school also participates in community events throughout the year which include Career Day and Truck Day, Math/Science Night and Bringing Literature to Life Night.

The school hosts a Community Resource Fair in which various outside agencies inform parents of resources available in their area. This information is very valuable to address the needs of the community.

Several events take place to increase parental involvement. Family Literacy Night, Math/Science Night and Connect@home laptops to use at home for fifth grade students, are a few examples of events that take place. Volunteers are utilized as liaisons between teachers, students, parents and community members.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Winsor, Claudine	Principal
Garcia, Lissette	Assistant Principal
Longfield, Leslie	Assistant Principal
Rodriguez, Gladys	Instructional Coach
Lopez, Yesenia	Teacher, K-12
Gonzalez, Lilia	Teacher, K-12
Alvarez, Jose	Teacher, K-12
Milian, Zulia	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrator(s) at James H. Bright/J.W. Johnson Elementary, Claudine Winsor (Principal), Lissette M. Garcia (Assistant Principal), and Leslie Longfield, (Assistant Principal) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

School reading, math, science, and behavior specialists:

Special education personnel: Lourdes Nuñez

School guidance counselor: Marta Rios

School psychologist: Lourdes Pola

School social worker: Yanissel Malespin,

Reading Coach: Gladys Rodriguez,

Science Liaison: Jose Alvarez

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team (Lourdes Pola), Tier 2 Team and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team at James H. Bright/J. W. Johnson Elementary uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the eight step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. The team determines if students have made expected levels of progress towards proficiency.
4. Intervene when students are not responding to interventions.
5. Raising goals when progress is identified.
6. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS Leadership Team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

At James H. Bright/J.W. Johnson Elementary services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of James H. Bright/J.W. Johnson Elementary school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement

program to inform planning for the following year. An effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents at James H. Bright/J.W. Johnson and at District meetings to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

James H. Bright/J.W. Johnson Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

The District uses supplemental funds from Title II for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ELL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

James H. Bright/J.W. Johnson Elementary utilizes Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (3rd – 5th)
- parent outreach activities (K-5th) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ELL and content area teachers
- coaching and mentoring for ELL and content area teachers(K-5th)
- reading and supplementary instructional materials(K-5th)

The District Social Worker provides resources for students identified as homeless via the Homeless Assistance Program. Our school is serviced by Project Upstart, which provides homeless students with appropriate services to meet their needs.

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

James H. Bright Elementary and J. W. Johnson Elementary currently implement the following programs to ensure that student violence and prevention programs are being implemented: Health Connect in our Schools-Partnership with The Children’s Trust, Miami-Dade County Health Department, and local health service providers. Student Services Department meets with individual students and groups to provide alternatives to violence such as anger management and conflict resolution strategies.

James H. Bright Elementary and J. W. Johnson Elementary adhere to and implement the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education and the science curriculum. The School Food Service Program (breakfast, lunch, and after care snacks) follows the Healthy Food and Beverage Guidelines as adopted in the District’s Wellness Policy.

Students of James H. Bright Elementary and J. W. Johnson Elementary participate in “Take Your Child to Work Day.” The school coordinates with members of the community to participate in events such as Career Day and Truck Day. Teachers integrate career awareness throughout the various units in the textbooks across the curriculum. Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school’s parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-

going parental input) our school’s Title I School-Parent Compact; our school’s Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents’ schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The survey’s results are used to assist with revising the Title I parental documents for the following school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lilia Gonzalez	Teacher
Gladys Rodriguez	Teacher
Ibet Miron	Teacher
Grace Fernandez	Teacher
Ana Ruiz	Teacher
Katia Leon	Teacher
Gilberto Aleman	Teacher
Jorge Catalan	Business/Community
Victor Munoz	Business/Community
Yansel Castro	Parent
Rogoberto Zamora	Business/Community
Abigail Santos	Parent
Rhina Espinoza	Parent
Norma Garcia	Parent
Raul Navarro	Parent
Anabel Alonso	Parent
Jose Cordero	Student
Sharon Diehl	Teacher
Ivis Insenat	Education Support Employee
Regina Malone	Education Support Employee
Claudine Winsor	Principal

Duties

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

Evaluation of last year's school improvement plan

The EESAC was allowed to evaluate and suggest changes and additions to the school improvement plan. The chair was able to present and explain the school improvement plan to members in a clear and concise manner at the meeting where the school improvement plan was reviewed and approved. All questions and concerns from members were addressed and it was noted in the minutes relating to the school improvement plan.

Development of this school improvement plan

The EESAC chair assisted with the writing of the school improvement plan. The EESAC members have also been given the opportunity to express their opinion and share strategies to utilize on the school improvement plan. The EESAC members have been provided with an update on the school improvement plan and will continue to oversee the implementation of the school improvement plan throughout the school year. The members of the EESAC will also be allowed to suggest changes and additions to the school improvement plan if needed.

Preparation of the school's annual budget and plan

The EESAC was involved in reviewing and making suggestions to change and add to the budget plan. The EESAC chair helped present the budget plan to SAC members and noted so in the minutes of the meeting when the budget was reviewed.

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

School improvement funds will be utilized as follows.....

\$2,999.00 will be utilized to purchase items for our school attendance program. Students are motivated to come to school on a daily basis and have 100% attendance in order to qualify for the attendance raffle at the end of each quarter.

\$1500.00 will be utilized to purchase tutoring materials for students.

THIS INFORMATION SHOULD BE FROM MINUTES AND BUDGETING FROM LAST YEAR, NOT THE FUTURE PLANS

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Winsor, Claudine	Principal
Rodriguez, Gladys	Instructional Coach
Garcia, Lissette	Assistant Principal
Figueroa, Edna	Paraprofessional
Alfonso, Tammy	Teacher, ESE
Alvarez, Milagros	Teacher, K-12
Aragon, Ivette	Teacher, ESE
Correa, Mildred	Teacher, K-12
Quesdada, Odalys	Teacher, K-12
Ramirez, Roxanne	Teacher, K-12
Longfield, Leslie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Monthly meetings are held and minutes are sent to staff members. Professional Development activities are delivered to the staff. Quarterly reading activities for students take place. Assessment data is reviewed via Data Analysis Meetings with the administration so that lessons are tailored to the needs of the students. Reading activities such as Spelling Bee, Dr. Seuss Day, and Literacy Night promote literacy. The team promotes student interests in reading by inviting students to visit the Media Center and participate in sharing reading projects on televised announcements via Gator-TV and the school website. Throughout the year, community members and staff conduct Read Alouds to the students. The Scholastic Book Fair takes place twice a year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are encouraged to plan together within their grade-level every week along with quarterly cross-curricular planning guided by the coaches. Bright Idea sessions (BISS) - where all grade level teachers come together to learn and share new strategies and concepts are held monthly. Faculty meetings also provide opportunities for fostering collaboration and positive working relationships. Quarterly Sunshine Social Committee meetings are held to encourage positive interactions among teachers and other support personnel.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to assure that our school recruits highly qualified, certified-in-field teachers adhere to the strategies listed below:

1. List open positions on the e-recruiting website to ensure the applicants have the required in-field certification and are highly qualified; Principal
2. Interview Committee: Department Chairperson and National Board Certified Teachers; Principal
3. Partnering new teachers with veteran staff (MINT PROGRAM); overseen by the Assistant Principal
4. Participation in professional learning communities through New Educator Support Team (NEST); Assistant Principal

Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

James H. Bright Elementary/J.W. Johnson Elementary uses the District's Mentoring and Induction for New Teachers (MINT) program. MINT is a three-year comprehensive induction program designed to assist new teachers by providing high quality professional development opportunities. The program https://www.floridacims.org/assets/guidance_pull-c6e6f6ba0e3d8e10d59d7ff3a23c1c3c.png provides sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers. Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations. The principal and assistant principals oversee beginning teachers at the school and meet with the teachers and their mentors once a month to discuss important topics and provide assistance. Mentors are assigned to new teachers based on their experience, and evidence of leadership qualities, as well as pairing of common assignments/subject areas taught with the new teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida's Standards by providing teachers with the tools they need to develop lessons. Teachers use on-line resources which include the Florida C-Palms Planning Tool and the District Pacing Guides; additionally, teachers have access to the Learning Village which has an abundance of resources for teachers to incorporate. Teachers are provided with textbooks and teacher manuals that are aligned to the standards.

Instructional leaders monitor lesson plans through grade level planning and classroom walk-throughs. Instructional updates are provided to teachers at faculty meetings, BISS sessions and in-services. Teachers use the Reading instructional framework to ensure proper delivery of the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The teachers are provided with data from high stakes testing, iReady, CELLA, baseline, and interim assessments to identify students with similar needs for differentiated instruction. The teacher uses data to make instructional adjustments, modify lessons, and give targeted feedback to students. The teacher provides scaffolds for the learning tasks that support the development of the targeted concepts and skills, using the gradual release model to promote student independence.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 540

James H. Bright Elementary/J.W. Johnson Elementary provides teachers and administrators with opportunities to gain skills and knowledge through professional development opportunities. Teachers participate in school, District, and state/national level workshops. The partnership with the University of Florida allows teachers to participate in Professional Learning Communities (PLC). Two teachers are currently earning their Master's Degree through the University of Florida i3 Program.

Strategy Rationale

Added instruction will improve the students' reading and math abilities.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rodriguez, Gladys, gmrodriguez@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed by classroom teachers and coaches. During data chats with the administration, coaches, and teachers, instructional decisions and revisions are made to enhance student learning. Students are responsible for identifying their strengths and areas of improvement.

iReady data and Interims data are analyzed quarterly. During planning, teachers review biweekly assessment results to address secondary benchmarks.

Strategy: After School Program

Minutes added to school year: 2,400

This afterschool cooking class, pairs students with a trained chef/instructor to expand their world views, skills and culinary experiences. Each lesson consists of a movement component, a nutrition lesson and cultural lesson specific to a different country. The students then cook 3 to 5 healthy affordable recipes and share their meals together with the chef, teachers, and volunteers. In addition, a family cooking class provides the opportunity for families to cook together with a trained chef and empowers families to lead healthier lives. Families are taught about healthy ingredients and cooking methods to plan meals and budget with nutrition in mind.

Strategy Rationale

By sharing the delight of cooking and delicious recipes in conjunction of practical life skills in health and nutrition, Common Threads can change lives by changing eating habits.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mercado, Mariano, mercado666@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre-Post surveys are used to identify modified eating habits to include healthy choices.

Strategy: Before School Program

Minutes added to school year: 1,800

Students will participate in a game-based highly motivational online program to enrich math fluency. The program tracks and provides detailed student progress reports.

Strategy Rationale

Reflex Math helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Winsor, Claudine, pr0481@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The program provides weekly and monthly reports of student performance and achievement.

Strategy: After School Program

Minutes added to school year: 3,600

After school tutoring will be provided by ELL Tutoring Academy in Math and Reading. Certified teachers will be selected to conduct re-teaching of tested standards and reinforce curriculum.

Strategy Rationale

To improve student understanding of core instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rodriguez, Gladys, gmrodriguez@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre/post test results will identify student progress and effectiveness of program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Several Pre-Kindergarten programs are offered at our school. Full and Half Day Reverse Mainstream Pre-K ESE, Pre-K ASD self-contained and VPK are taught. These programs are designed to increase a child's potential for growth and independence in the areas of communication, fine and gross motor skills, socialization, self-help, and cognitive skills. Opportunities are provided for active, concrete experiences where the child makes decisions, develops imagination, acquires skills, develops a positive self-concept, and learns to interact with other children. In order to determine student readiness rates, observational assessment tools are utilized to make the transition into Kindergarten easier. VPK assessment is administered three times a year to assess progress. The Battelle Diagnostic Inventory (BDI-2) is another norm referenced based assessment that assists teachers in identifying student development in the following areas; gross motor, fine motor, cognitive, and language. Students must demonstrate their abilities to count, write, match, identify, and move objects. Pre-Kindergarten teachers receive professional development in these assessments and are responsible for ensuring that the needs of the students are being met. When the children transition to Kindergarten, the Florida Kindergarten Readiness Diagnostic (FLKRS) assessment is given in order to further evaluate the effectiveness of the Pre-Kindergarten program, as well as, individual strengths and needs of the students. Parents are encouraged to participate in Pre-school programs and receive monthly calendars with events and activities to complete in the home.

Additional resources and tips are also provided by teachers and the Community Involvement Specialist to ensure that the transition process is an effective and positive change. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that will give them opportunities to create knowledge through initiatives shared with supportive adults.

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. We will increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. We will increase student achievement by improving core instruction in all content areas. 1a

G070576

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	
AMO Math - All Students	
FSA Mathematics - Achievement	
Math Gains	
Math Lowest 25% Gains	
AMO Reading - All Students	
FSA English Language Arts - Achievement	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- Reading Coach, Curriculum Support Specialist, Computer labs, classroom computers, classroom teachers, interventionists, i-Ready, Imagine Learning, Title III ELL Tutoring, Unique Learning, On-line resources, parent workshops, Reflex Math, Gizmos, Discovery Learning, Science a la Carte, manipulatives, science and math liaisons, and collaborative planning.

Targeted Barriers to Achieving the Goal 3

- Enhance student engagement through effective instructional strategies and collaborative planning

Plan to Monitor Progress Toward G1. 8

Diagnostic Assessment Data, i-Ready Reports, Teacher-Developed Assessments, Chapter Tests

Person Responsible

Claudine Winsor

Schedule

Quarterly, from 8/23/2015 to 6/3/2016

Evidence of Completion

State Assessment scores (FSA and FCAT)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. We will increase student achievement by improving core instruction in all content areas. **1**

 G070576

G1.B1 Enhance student engagement through effective instructional strategies and collaborative planning

2

 B183886

G1.B1.S2 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content skills as a results of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and assessable future instructional paths. **4**

 S195507

Strategy Rationale

Planning together assist teachers on creating a shared vision.

Action Step 1 **5**

Provide job-embedded Professional Development and ensure that knowledge is shared with stakeholders.

Person Responsible

Claudine Winsor

Schedule

Monthly, from 9/23/2015 to 5/27/2016

Evidence of Completion

Agenda; Sign-In Sheet; Lesson Plans, MLP documents

Action Step 2 5

Ensure that teachers are utilizing the Florida Item Specifications and District Pacing Guides during grade level/department collaborative planning.

Person Responsible

Claudine Winsor

Schedule

Weekly, from 9/23/2015 to 5/27/2016

Evidence of Completion

Department and Grade Level Minutes and Lesson Plans

Action Step 3 5

Provide additional support and resources during collaborative planning time to ensure rigor is embedded in instruction.

Person Responsible

Claudine Winsor

Schedule

Monthly, from 9/23/2015 to 5/27/2016

Evidence of Completion

Agenda; Sign-in Sheets; Survey; Exit Slips

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walk-throughs will be conducted by leadership team.

Person Responsible

Claudine Winsor

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-through notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor Lesson Plan development through collaborative planning

Person Responsible

Claudine Winsor

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Instructional professionals will collaborate on the development of lesson plans which will be readily available.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Provide job-embedded professional development.

Person Responsible

Claudine Winsor

Schedule

On 6/3/2016

Evidence of Completion

Increase in student achievement.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Provide job-embedded Professional Development and ensure that knowledge is shared with stakeholders.	Winsor, Claudine	9/23/2015	Agenda; Sign-In Sheet; Lesson Plans, MLP documents	5/27/2016 monthly
G1.B1.S2.A2	Ensure that teachers are utilizing the Florida Item Specifications and District Pacing Guides during grade level/ department collaborative planning.	Winsor, Claudine	9/23/2015	Department and Grade Level Minutes and Lesson Plans	5/27/2016 weekly
G1.B1.S2.A3	Provide additional support and resources during collaborative planning time to ensure rigor is embedded in instruction.	Winsor, Claudine	9/23/2015	Agenda; Sign-in Sheets; Survey; Exit Slips	5/27/2016 monthly
G1.MA1	Diagnostic Assessment Data, i-Ready Reports, Teacher-Developed Assessments, Chapter Tests	Winsor, Claudine	8/23/2015	State Assessment scores (FSA and FCAT)	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Provide job-embedded professional development.	Winsor, Claudine	8/24/2015	Increase in student achievement.	6/3/2016 one-time
G1.B1.S2.MA1	Walk-throughs will be conducted by leadership team.	Winsor, Claudine	8/24/2015	Walk-through notes	6/3/2016 weekly
G1.B1.S2.MA3	Monitor Lesson Plan development through collaborative planning	Winsor, Claudine	8/24/2015	Instructional professionals will collaborate on the development of lesson plans which will be readily available.	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will increase student achievement by improving core instruction in all content areas.

G1.B1 Enhance student engagement through effective instructional strategies and collaborative planning

G1.B1.S2 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content skills as a results of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and assessable future instructional paths.

PD Opportunity 1

Provide job-embedded Professional Development and ensure that knowledge is shared with stakeholders.

Facilitator

Gladys Rodriguez, Instructional Coach

Participants

Instructional Professionals and stakeholders

Schedule

Monthly, from 9/23/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S2.A1	Provide job-embedded Professional Development and ensure that knowledge is shared with stakeholders.	\$0.00
2	G1.B1.S2.A2	Ensure that teachers are utilizing the Florida Item Specifications and District Pacing Guides during grade level/department collaborative planning.	\$0.00
3	G1.B1.S2.A3	Provide additional support and resources during collaborative planning time to ensure rigor is embedded in instruction.	\$0.00
			Total: \$0.00