

Miami-Dade County Public Schools

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



2017-18 Schoolwide 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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for James H. Bright Elementary/J.W. Johnson Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. Parents surveys are provided after Open House, Title I meetings, and literary events, to 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 three languages, English, Spanish and Creole. Administration, teachers, and the school counselor conduct parent/student conferences to maximize student growth. Outside agencies, such as the Institute of Child and Family Health, provide psychological services to students and their families. The Title I Parent Resource Center also provides resources and materials for parents to use at home with their children to support academic growth.

b. 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 selected staff located at key posts throughout the building in addition to our security monitors. Safety patrols perform their duties in the morning. The school has a Safety to Life Committee and Discipline Committee that addresses any issues or concerns. The school is also supported by the School Resource Officer. The administration, along with the support of the committees, monitor the overall safety of the campus. All parents and visitors must enter the school from one main entrance and stop at the security desk to sign-in. In the

mornings, parents are asked to remain outside the main gates and only students may enter the main building. Parents of students with Autistic Spectrum Disorder (ASD) are issued a badge and are permitted to escort their children directly to class. Parents who are doing business with the school must report directly to the main office. All school volunteers are screened and have received Level I clearance.

Select staff members are trained in CPR and the use of the AED equipment.

Teachers implement strategies that promote honor and respect in the classroom. A student from each classroom is recognized monthly at the Student of the Month celebration for demonstrating one of the CORE values from the Superintendent's Values Matter Miami Initiative. Parents are invited to attend this event. The school also informs parents if there are any community concerns through parent meetings, Connect-Ed messages, the school's website, and written communication. The faculty and staff are also trained on critical incident best practices.

c. 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 with 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 and parents. Good behavior is promoted and rewarded. The Student of the Month and Do the Right Thing Program recognize students demonstrating the Values Matter Miami core values. Many teachers use technology applications such as Class DOJO and Remind as a method to inform parents about their child's behavior. The counselor works closely with the administration, teachers, parents, and students to ensure that the behavioral plan is in place and is being followed. Administration, along with the school counselor, ensures that the Code of Student Conduct is being implemented. Students who have behavioral issues are addressed by the counselor and administration following the school's protocol. Implementation of this plan allows teachers to promote student engagement and behavioral disruptions are minimized. Individual student disciplinary needs are also identified during the Functional Behavioral Assessment (FAB). A Behavioral Intervention Plan (BIP) is implemented for these students that includes close communication between the parent, teacher, student, and counselor.

d. 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 administration and counselor work closely with Project Upstart and community agencies to support our students and their families in transition. The Anti-Bullying Program, Anti-Drug Curriculum and implementation of the Values Matter Miami core values provide opportunities for students to build and maintain healthy peer interactions. The administration and school counselor support diversity and implement programs stimulating communication, understanding and acceptance among students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The i-Attend Attendance Plan is in effect school-wide. Attendance is monitored daily. A Student Case Management Referral is submitted for any student absent 3, 5, 7, 10, and 15 or more days. The Attendance Review Committee conferences with the family in order to resolve attendance issues. An Attendance Intervention Plan is initiated after 5 absences with the parents during the Attendance Review Committee. Parents receive guidance and resources to help maximize attendance. Truancy referrals are initiated after 10 absences and a truancy packet is submitted after 15 absences.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course Failure in ELA or Math	0	10	5	9	18	13	0	0	0	0	0	0	0	55
Attendance _Below _ 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 & 2 on statewide Assessment	0	11	17	31	32	35	0	0	0	0	0	0	0	126

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	9	12	13	39	36	0	0	0	0	0	0	0	109

c. 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. I-Ready, Imagine Learning, and Reflex Math are computer-based programs available for students to reinforce language, reading, and mathematics skills. The ELL Tutoring Academy provides additional reinforcement in reading and math skills. The Title III program provides ELL students with acquiring basic reading skills and cultural awareness. The America Reads Program assists primary students in reading. Students are progress monitored and counseling services are provided to ensure academic achievement. All students in grades 3-5 who score a Level 1 and Level 2 on the FSA in Reading receive interventions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. 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.

James H. Bright/J.W. Johnson Elementary School provides open lines of communication and fosters community involvement by inviting Dade Partners, community volunteers, EESAC members, and other stakeholders to school events. The school calendar is posted on the school's website and it is sent home monthly. The school's website is an important resource that is used to promote parent involvement and school-community relationship building. In addition to our website, the school utilizes the Connect Ed messaging system, Remind Texting Application, email, and the Parent Portal. Students participate in Take Your Child to Work Day, Walk Safe Program, Walk Your Child to School Day, Take Your Dad to School Day, Open House, Principal Today, along with community events sponsored by the PTA. The school participates in other community events throughout the year which include Career Day, Spelling Bee, Scholastic Book Fair, Title I and Parent Academy workshops. Connect@home laptops are provided for student use in grades 3, 4 & 5 to complete on-line assignments and build capacity for Digital Convergence. Volunteers are utilized as liaisons between teachers, students, parents and community members.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Winsor, Claudine	Principal
Garcia, Lissette	Assistant Principal
Rios, Marta	School Counselor
Alonso, Anabel	Teacher, K-12
Berrette, Marie	Teacher, ESE
Rodriguez, Gladys	Instructional Coach
Fernandez, Eduardo	Assistant Principal
Delgado, Denise	Instructional Coach

b. Duties

1. 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), serves as the Educational Leader by developing and implementing policies, programs, curriculum activities and budget in a manner that promotes the educational development of each student and professional staff members. She leads school reform in an effort to increase school achievement. Along with her Assistant Principals, she also promotes high standards to meet the individual needs of the students. Lissette M. Garcia (Assistant Principal) and Eduardo Fernandez (Assistant Principal) schedule and facilitate regular team meetings, ensure attendance of team members, ensure follow up of action steps and allocate resources.

In addition to the school administrator(s), the school's Leadership Team will include the following

members:

- Special Education Personnel: Marie Berrette serves as the ESE Department Chair/LEA and offers input and strategies to best fit the needs of students.
- School Guidance Counselor: Marta Rios assists with the development of FAB/BIPS and gives input to parents regarding their child's behavior, social and emotional growth, and informs parents of available services.
- Reading Coach: Gladys Rodriguez analyzes reading data used for progress monitoring, models lessons, and provides support to teachers and strategies that will best fit the needs of the learners in reading.
- ELL Department Chair: Anabel Alonso provides input, strategies, and conducts LEP meetings for ELL students.
- Math Coach: Denise Delgado analyzes mathematics data used for progress monitoring, models lessons, and provides support to teachers and strategies that will best fit the needs of the learners in mathematics.

2. 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. Determining if students have made expected levels of progress towards proficiency;
4. Intervening when students are not responding to interventions;
5. Raising goals when progress is identified;
6. Ensuring that students in need of intervention will receive appropriate supplemental Tier 2 intervention;
7. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing data 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. Reviewing OPM data for intervention groups to evaluate group and individual student response;
2. Supporting interventions where there is not an overall positive group response;
3. Selecting students for supplemental SST Tier 3 intervention.

Tier 3

The third level of support consists of supplemental instruction and interventions provided outside the reading block for a total of 60 minutes a day. Third and fourth grade students who are enrolled in the Intensive Acceleration course receive 90 minutes a day of additional intervention. Progress of these students is closely monitored and documented. Students who are not showing progress are referred to the MTSS Leadership Team for further evaluation.

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 to implement the SIP strategies are closely examined, planned, and monitored.

Title I

James H. Bright/J.W. Johnson Elementary School is a Title I school. Title I funds provide support services to schools, students, and families. The school-based Title I funded Community Involvement Specialist (CIS) serves as bridge between the home and school. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. The Title I Reading and Math Coaches develop, lead, and assist with the implementation of school core content standards/ programs; identify and analyze existing literature on research based curriculum and intervention approaches. They identify systematic patterns of student needs; 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), the school improvement process and the annual Title I Orientation Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is utilized 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 the 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 Creole, is available online and via hard copy for parents at James H. Bright/J.W. Johnson and at District meetings. In addition, a Title I Parent Resource Center is located in the Media Center to provide both community and instructional resources to assist parents.

James H. Bright/J.W. Johnson Elementary School increases parental engagement/involvement through developing (with on- going parental input) our school's Title I School-Parent Compact and our school's Title I Parental Involvement Plan. James H. Bright/J.W. Johnson Elementary School schedules the Title I Annual Meeting and other documents/activities necessary in order to comply with dissemination and reporting requirements.

James H. Bright/J.W. Johnson Elementary School schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build capacity for involvement. The school completes Title I Administration Parental Involvement Monthly School Reports and submits them to Title I Administration monthly as documentation of compliance with the Elementary and Secondary Education Act (ESEA). Additionally, the M-DCPS Title I Parent/Family survey, distributed to schools by Title I Administration, is completed by parents/families annually. The survey's results are used to assist with revising the Title I parental documents for the following school year.

Title II

The District coordinates with Title II in ensuring staff development needs are provided. James H. Bright/J.W. Johnson Elementary School uses supplemental funds from Title II for improving basic education by providing training to certify qualified mentors for the New Teacher (MINT) Program.

Title III

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 (2nd – 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);
- Extended learning opportunities, such as before-school and after-school programs.

The District Social Worker provides resources for students identified as in transition via Project Upstart.

The school is serviced by Project Upstart which provides students in transition with appropriate services to meet their needs.

Students of James H. Bright Elementary /J. W. Johnson Elementary participate in “Take Your Sons and Daughters to Work Day.” The school coordinates with members of the community to participate in events such as Career Day.

James H. Bright Elementary / J. W. Johnson Elementary currently implements the following programs to ensure that student violence and prevention programs are being implemented:

- Gun Safety Programs;
- Anti-Bullying Programs;
- Red Ribbon Week;
- Blue Ribbon Week.

In addition, 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 / J. W. Johnson Elementary adheres to and implements 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Saul Fumero	Teacher
Victor Munoz	Business/Community
Jorge Catalan	Business/Community
Serafin Blanco	Business/Community
Gladys Rodriguez	Teacher
Ibet Miron	Teacher
Ivis Ensenat	Education Support Employee
Janet Montiel	Teacher
Eduardo Fernandez	Principal
Regina Malone	Education Support Employee
Llisdery Viamontes	Parent
Jasmine Hernandez	Parent
Geovanni Espinoza	Student
Zaidy Osorio	Parent
Klmberly Solorzano	Student
Angelina Socarras	Student
Bernadette Alfonso	Teacher
Raul Navarro	Parent
Claudine Winsor	Principal
Anabel Alonso	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC evaluated and suggested 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.

b. 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 opinions and share strategies to be incorporated. 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 able to suggest changes and additions, if needed.

c. Preparation of the school's annual budget and plan

The EESAC is involved in reviewing and making suggestions to change and make additions to the budget plan. The EESAC chair helps present the budget plan to ESSAC members and it is reflected in the

minutes
of the meeting when the budget is reviewed.

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

2016 - 2017 Total Budgeted Amount: \$2999.00

Saturday Academy Incentives to promote academic achievement in reading and mathematics: \$553.16

Medals and trophies for students to promote academic growth: \$2415.05

Total Budget Used: \$2968.21

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rodriguez, Gladys	Instructional Coach
Quesdada, Odalys	Teacher, ESE
Winsor, Claudine	Principal
Alonso, Mileydi	Teacher, K-12
Alonso, Anabel	Teacher, K-12
Garcia, Lissette	Assistant Principal
Fernandez, Eduardo	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The team meets and provides Professional Development activities delivered to the staff and best practices are shared at faculty meetings. Assessment data is reviewed via Data Chat meetings with the administration, reading coach, math coach, and teachers to ensure that lessons are tailored to meet the needs of the students. The team supports literacy through ensuring teachers implemented differentiated instruction and interventions to meet the needs of the learners. Students utilize the i-Ready reading program and Imagine Learning program for ELL Level I students at school and home to help improve reading skills. Independent reading is promoted through MyOn Reader and online literacy websites. Reading activities such as the Spelling Bee, Dr. Seuss Day, and the Scholastic Book Fair are held to promote literacy. The team promotes student interests in reading by inviting students to visit the media center and participate in sharing reading projects via the PA System and

the school's website. The team ensures that Title I Reading Workshops for parents and the Parent Academy workshops take place during the school year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 and utilize the District Pacing Guide, along with digital resources. Professional Development is present through Bright Idea Sessions (BISS) where teachers come together to learn and share new strategies and concepts. Faculty meetings provide opportunities for fostering collaboration and positive working relationships. PTA provides activities through out the year for teachers to support their dedication to the students and their families.

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

The Principal assures that our school recruits highly qualified, certified-in-field teachers adhere to the strategies listed below:

1. List open positions on the District's e-recruiting website and utilize TeacherMatch to recruit highly qualified teachers;
2. Interview Committee: Conducts interviews (Administrator, Department Chairperson and Teachers);
3. Partner new teachers with veteran staff (MINT PROGRAM). 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;
4. Participate in the District's Recruitment Fair.

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

James H. Bright Elementary/J.W. Johnson Elementary utilizes 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 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. Administration oversees beginning teachers at the school and meets 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

James H. Bright/J. W. Johnson Elementary School ensures its core instructional programs and materials are aligned to Florida State Standards by providing teachers with the tools they need to develop lessons. Teachers utilize the District's Pacing Guide and use on-line resources which are located within the District's Pacing Guides. In the Learning Village, teachers have access to an abundance of resources. The curriculum is aligned to state standards. The FSA website and Item Specifications are used to ensure that instruction is aligned. Administrators monitor the implementation of instructional programs through grade level planning and classroom walk-throughs. Instructional updates are provided to teachers at faculty meetings, BISS sessions and District and/or school PD. Teachers utilize the Instructional Framework to ensure proper delivery of the standards.

b. Instructional Strategies**1. 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 FSA, SAT, and NGSSS (fifth grade Science), i-Ready, Topic Assessments for Math and Science, ACCESS 2.0, and McGraw-Hill assessments to provide differentiated instruction lessons to meet the needs of the students. The teacher uses data to make instructional adjustments, modify lessons, and give targeted feedback to students. The teacher scaffolds instruction for the learning tasks that support the development of the targeted concepts and skills using the gradual release model to promote student independence. Interventions are provided for students working below grade level.

2. 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: Before School Program

Minutes added to school year: 2,280

Before-school tutoring will be provided through the use of Title III ELL funds in Mathematics and Reading.

Certified teachers are to re-teach standards to reinforce curriculum.

Strategy Rationale

To improve student understanding of core instruction.

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

Data indicating improvement in I-Ready and/or Imagine Learning scores.

Strategy: After 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Pre-K ESE, Pre-K ASD self-contained and VPK programs are implemented. 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 smoother. Florida Voluntary Pre-Kindergarten (VPK) Assessments are administered three times a year to assess progress. 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 assists 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. The school also provides a transition meeting for the Pre-K parents and a transition day for the Pre-K students to visit the

kindergarten classrooms. In addition, the school hosts a "Meet and Greet" day for parents of incoming kindergartners prior to the beginning of school.

In an effort to successfully transition to middle school, fifth grade students visit the Feeder Pattern Middle Schools to learn of programs and courses offered. They also participate in presentations from the Middle Schools.

b. College and Career Readiness

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

The school hosts an annual Career Day event where guest speakers present information about their outside organizations to help students learn about different career opportunities.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If teachers plan for and deliver differentiated instruction, student performance will be increased.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers plan for and deliver differentiated instruction, student performance will be increased. 1a

G097107

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	51.0

Targeted Barriers to Achieving the Goal 3

- Foundational skills have been emphasized in instruction resulting in an need for increased rigorous instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach, Math Coach, Bilingual Department's On-line Resources, Curriculum Support Specialists in Reading, Math and ELL, research based interventions (i.e., WonderWorks), research based instructional programs (i.e., Wonders and Go Math!), instructional software, Parent Resource Center, Title III Tutoring, Parent Workshops, Pacing Guides with ELL resources, ELL Resource Teacher, and Professional Development.
-

Plan to Monitor Progress Toward G1. 8

Progress will be monitored using i-Ready progress monitoring data, Imagine Learning data and formative assessments.

Person Responsible

Claudine Winsor

Schedule

Annually, from 8/21/2017 to 6/7/2018

Evidence of Completion

i-Ready and Imagine Learning reports, classroom assessment data, observation notes

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

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers plan for and deliver differentiated instruction, student performance will be increased. 1

 G097107

G1.B1 Foundational skills have been emphasized in instruction resulting in an need for increased rigorous instruction. 2

 B261228

G1.B1.S1 Plan and implement instruction including effective differentiated instruction lessons (teacher-led, as well as incorporating technology/instructional software) to meet the specific needs of students based on data and formative assessments. 4

 S276561

Strategy Rationale

In addition to whole-group instruction, teachers are to plan and provide differentiated instruction targeting the needs of all learners. Teachers will also provide opportunities for students to work at their independent learner level and will scaffold instruction.

Action Step 1 5

Instructional coaches will suggest effective informational materials/resources that address how to meet the diverse needs of students through differentiated instruction.

Person Responsible

Claudine Winsor

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Copies of resources utilized by teachers, District Pacing Guides, student differentiated instruction folders, data binders, collaborative conversations, data chats, and professional development logs for coaches

Action Step 2 5

Schedule a time for differentiated instruction.

Person Responsible

Claudine Winsor

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Differentiated instruction schedules and master schedule.

Action Step 3 5

Provide professional development opportunities and utilize student achievement data to monitor progress.

Person Responsible

Claudine Winsor

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Professional development logs, meeting agendas, sign-in sheets, and data binders.

Action Step 4 5

Ensure instructional coaches are providing classroom support and modeling lessons to help facilitate improvement in Instructional Planning and Instructional Delivery.

Person Responsible

Claudine Winsor

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Agendas, sign-in sheets, lesson plans, walk-throughs, and debriefing sessions

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Digital resources using OneDrive, the school's collaboration site and email, along with classroom walk-throughs conducted by the Administrative Team and Curriculum Support Specialists, will be used to monitor the fidelity of the implementation.

Person Responsible

Claudine Winsor

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Classroom walkthrough schedule, classroom walk-through notes and effective feedback Handbooks, instructional worksheets, digital documents and other resources provided to instructional personnel

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ensure that instructional personnel are utilizing effective instructional materials to meet the diverse needs of all learners during instruction.

Person Responsible

Claudine Winsor








Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Classroom observations, classroom walkthroughs, folders, data binders, and flexible student grouping by instructional needs based on data assessment results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M400857	Progress will be monitored using i-Ready progress monitoring data, Imagine Learning data and...	Winsor, Claudine	8/21/2017	i-Ready and Imagine Learning reports, classroom assessment data, observation notes	6/7/2018 annually
G1.B1.S1.MA1  M400855	Ensure that instructional personnel are utilizing effective instructional materials to meet the...	Winsor, Claudine	8/21/2017	Classroom observations, classroom walkthroughs, folders, data binders, and flexible student grouping by instructional needs based on data assessment results	6/7/2018 monthly
G1.B1.S1.MA1  M400856	Digital resources using OneDrive, the school's collaboration site and email, along with classroom...	Winsor, Claudine	8/21/2017	Classroom walkthrough schedule, classroom walk-through notes and effective feedback Handbooks, instructional worksheets, digital documents and other resources provided to instructional personnel	6/7/2018 weekly
G1.B1.S1.A1  A372733	Instructional coaches will suggest effective informational materials/ resources that address how to...	Winsor, Claudine	8/21/2017	Copies of resources utilized by teachers, District Pacing Guides, student differentiated instruction folders, data binders, collaborative conversations, data chats, and professional development logs for coaches	6/7/2018 weekly
G1.B1.S1.A2  A372734	Schedule a time for differentiated instruction.	Winsor, Claudine	8/21/2017	Differentiated instruction schedules and master schedule.	6/7/2018 weekly
G1.B1.S1.A3  A372735	Provide professional development opportunities and utilize student achievement data to monitor...	Winsor, Claudine	8/21/2017	Professional development logs, meeting agendas, sign-in sheets, and data binders.	6/7/2018 weekly
G1.B1.S1.A4  A372736	Ensure instructional coaches are providing classroom support and modeling lessons to help...	Winsor, Claudine	8/21/2017	Agendas, sign-in sheets, lesson plans, walk-throughs, and debriefing sessions	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If teachers plan for and deliver differentiated instruction, student performance will be increased.

G1.B1 Foundational skills have been emphasized in instruction resulting in an need for increased rigorous instruction.

G1.B1.S1 Plan and implement instruction including effective differentiated instruction lessons (teacher-led, as well as incorporating technology/instructional software) to meet the specific needs of students based on data and formative assessments.

PD Opportunity 1

Instructional coaches will suggest effective informational materials/resources that address how to meet the diverse needs of students through differentiated instruction.

Facilitator

Claudine Winsor

Participants

Instructional personnel, administration, and instructional coaches.

Schedule

Weekly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Schedule a time for differentiated instruction.

Facilitator

Claudine Winsor

Participants

Instructional Personnel, administration, and coaches

Schedule

Weekly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Instructional coaches will suggest effective informational materials/resources that address how to meet the diverse needs of students through differentiated instruction.	\$0.00
2	G1.B1.S1.A2	Schedule a time for differentiated instruction.	\$0.00
3	G1.B1.S1.A3	Provide professional development opportunities and utilize student achievement data to monitor progress.	\$0.00
4	G1.B1.S1.A4	Ensure instructional coaches are providing classroom support and modeling lessons to help facilitate improvement in Instructional Planning and Instructional Delivery.	\$0.00
Total:			\$0.00