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

2021-22 Schoolwide Improvement Plan

Table of Contents

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

2530 W 10TH AVE, Hialeah, FL 33010

http://bright.dadeschools.net/

Demographics

Principal: Claudine Winsor

Start Date for this Principal: 7/27/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: C (50%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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2530 W 10TH AVE, Hialeah, FL 33010

http://bright.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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SIP Authority

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Part I: School Information

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 continuing 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.

At James H. Bright / J. W. Johnson Elementary School, all stakeholders will maintain the highest expectations for students and the belief that each and every child can and will realize their potential. Staff members ensure that all students feel safe, secure and empowered by providing the most nurturing environment possible. The end result will be that all students will LEARN today to LEAD tomorrow at James H. Bright / J. W. Johnson Elementary School,

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Winsor, Claudine	Principal	Administrator at James H. Bright/J.W. Johnson Elementary, Claudine Winsor (Principal), serves as the Instructional Leader by developing and implementing policies, programs, curriculum activities in a manner that promotes the educational development of each student and professional staff members. She conducts data analysis meetings, prepares the school's budget, monitors student attendance, and leads school reform in an effort to increase student achievement. Ms. Winsor also ensures the safety and mental health of all students and staff.
Garcia, Lissette	Assistant Principal	Ms. Lissette Garcia (Assistant Principal) assists the Principal in overseeing the Early Childhood Program for PK - 1st grade students, conducts data analysis with stakeholders to provide assistance to teachers regarding data-based instructional planning, and works closely with the school LEA to ensure early childhood students' IEPs are followed with fidelity. Ms. Garcia also participates in PLST initiatives and Curriculum Council, assists in the development and implementation of the Schoolwide Improvement Plan, and serves as the Title 1 and FLKRS Chairperson.
Fernandez, Eduardo	Assistant Principal	Mr. Eduardo Fernandez (Assistant Principal) assists the Principal in overseeing the standard academic program for students in grades 2-5 and the academic programs for ASD students. He works collaboratively with the ELL chairperson to meet the needs of ELL students, provides support to teachers and students regarding technology and instruction, and serves as testing coordinator for the school site. Mr. Fernandez implements the initiatives to the school-wide discipline plan, prepares student schedules, and serves as the Attendance Review Committee Chairperson to maintain high student attendance.
Rodriguez, Gladys	Reading Coach	Ms. Gladys Rodriguez (Reading Coach) analyzes Reading data used for progress monitoring, models lessons, and provides small-group support to teachers and students through strategies that will best meet the needs of learners in the area of Reading/Language Arts. She also conducts data analysis meetings with stakeholders.
Delgado, Denise	Math Coach	Ms. Denise Delgado (Mathematics Coach / Science Liaison) analyzes Mathematics and Science data used for progress monitoring, models lessons, and provides small-group support to teachers and students in grades 3-5 through strategies that will best meet the needs of learners. She also conducts data analysis meetings with stakeholders.
Alonso, Mileydi	Teacher, K-12	Ms. Mileydi Alonso serves as a role model and teacher of Gifted students, collaborates with stakeholders, serves as the Social Sciences Liaison, and provides support to MINT Program participants.

Name	Position Title	Job Duties and Responsibilities
Alonso, Anabel	ELL Compliance Specialist	Ms. Anabel Alonso (ELL Department Chair) monitors the progress of ELL students, provides support for teachers and students, and conducts LEP meetings in collaboration with school administrators. She also leads the MTSS process at the school site.
Rios, Marta	School Counselor	Ms. Marta Rios (School Guidance Counselor) assists with the development of FAB/BIPS, monitors student attendance as an essential member of the Attendance Review Committee, and provides support/resources to parents regarding student behavior and social and emotional growth. She also provides support to families through Project Upstart and maintains a school pantry for families in need.
Alfonso, Bernadette	Math Coach	Ms. Bernadette Alfonso (Mathematics Coach / Science Liaison) analyzes Mathematics and Science data used for progress monitoring, models lessons, and provides small-group support to teachers and students in grades K-2 through strategies that will best meet the needs of learners. She also conducts data analysis meetings with stakeholders.

Demographic Information

Principal start date
Sunday 7/27/2014, Claudine Winsor

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
19

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
25

Total number of teacher positions allocated to the school
59

Total number of students enrolled at the school
360

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	26	46	48	86	73	81	0	0	0	0	0	0	0	360
Attendance below 90 percent	5	14	15	19	13	12	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	13	6	10	0	0	0	0	0	0	0	32
Course failure in Math	0	1	3	11	8	12	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	10	19	49	19	25	0	0	0	0	0	0	0	122

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	3	16	6	12	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	1	14	0	1	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	51	51	77	94	89	88	0	0	0	0	0	0	0	450
Attendance below 90 percent	12	16	15	19	11	6	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	18	9	6	0	0	0	0	0	0	0	38
Course failure in Math	0	4	1	18	11	7	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	13	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	4	4	20	11	11	0	0	0	0	0	0	0	50

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	2	1	15	0	1	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	62%	57%	47%	62%	56%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				66%	62%	58%	52%	62%	55%
ELA Lowest 25th Percentile				64%	58%	53%	54%	59%	48%
Math Achievement				57%	69%	63%	49%	69%	62%
Math Learning Gains				65%	66%	62%	50%	64%	59%
Math Lowest 25th Percentile				58%	55%	51%	49%	55%	47%
Science Achievement				32%	55%	53%	48%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	60%	-17%	58%	-15%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-43%				
05	2021					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	67%	-2%	62%	3%
Cohort Comparison						
04	2021					
	2019	66%	69%	-3%	64%	2%
Cohort Comparison		-65%				
05	2021					
	2019	38%	65%	-27%	60%	-22%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	53%	-24%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used to compile the below data are generated through i-Ready Diagnostic Assessments and a District Mid-Year Assessment in Science for students in grade 5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	42.5%	65%
	Economically Disadvantaged	30.6%	36.1%	61.1%
	Students With Disabilities	50%	44.4%	66.7%
	English Language Learners	10%	18.2%	36.4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.2%	28.2%	52.5%
	Economically Disadvantaged	25.7%	25.7%	47.2%
	Students With Disabilities	30%	50%	55.6%
	English Language Learners	9.1%	10%	36.4%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.2%	31.7%	49.2%
	Economically Disadvantaged	29%	30.6%	48.4%
	Students With Disabilities	7.1%	14.3%	28.6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.6%	40.3%	55.6%
	Economically Disadvantaged	21.3%	41%	54.8%
	Students With Disabilities	7.1%	35.7%	50%
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	50%	59%
	Economically Disadvantaged	37%	47.3%	58.1%
	Students With Disabilities	25%	47.6%	42.9%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.7%	34.6%	57%
	Economically Disadvantaged	14.9%	33.8%	57.3%
	Students With Disabilities	23.8%	38.1%	52.4%
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.8%	38.5%	47.7%
	Economically Disadvantaged	30.2%	37.1%	45.2%
	Students With Disabilities	12.5%	12.5%	31.3%
	English Language Learners	20%	40%	40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.5%	42.2%	62.1%
	Economically Disadvantaged	17.7%	41%	60.3%
	Students With Disabilities	18.8%	43.8%	62.5%
	English Language Learners	0	40%	60%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.6%	38%	52.8%
	Economically Disadvantaged	31.4%	39.1%	54.3%
	Students With Disabilities	8.3%	25%	33.3%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.8%	40.8%	60%
	Economically Disadvantaged	28.6%	42%	61.8%
	Students With Disabilities	16.7%	33.3%	41.7%
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	29%	0
	Economically Disadvantaged	0	30%	0
	Students With Disabilities	0	38%	0
	English Language Learners	0	19%	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	35	27	49	35		25				
ELL	43	46	43	47	33	14	32				
BLK	62			31							
HSP	46	51	47	50	34	11	33				
FRL	46	49	41	48	32	13	32				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	55	53	41	60	56	33				
ELL	40	67	67	54	65	57	28				
BLK	50			58							
HSP	47	67	66	58	66	58	34				
WHT	40			40							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	47	65	63	57	64	54	31				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	41	44	39	46	56	27				
ELL	41	51	57	40	48	53	34				
BLK	25	20		33	50						
HSP	49	54	53	50	51	47	50				
FRL	46	53	53	48	51	49	48				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019: The school to District comparison indicates that our school performed below the District average in ELA proficiency in grades 3-5 by an average of 16 percentage points, and below the District average in Mathematics proficiency by an average of 10 percentage points. ELA proficiency increased in grades 3 and 4 when comparing the results from 2019 to 2018, and decreased in grade 5 by 4 percentage points. Mathematics proficiency increased in grades 3 and 4 when comparing the results from 2019 to 2018, and decreased in grade 5 by 8 percentage points. Grade 5 Science proficiency decreased by 12 percentage points when comparing the results from 2019 to 2018. ELA and Mathematics Learning Gains for our school were above the District Average for students in grades 3 and 4. Grade 5 ELA Learning Gains fell below the District average by 4 percentage, and grade 5 Mathematics Learning Gains fell below the District average by 4 percentage points, and grade 5 Mathematics Learning Gains fell below the District average by 9 percentage points.

2021: The 2021 FSA school to District comparison indicates that our school performed below the District average in ELA for students in grades 3-5 by an average of 14 percentage points, and performed below the District average in Mathematics by 6 percentage points. ELA, Mathematics and Science proficiency decreased for grades 3-5 compared to the percent of students who obtained levels of proficiency on the 2019 assessments.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019: Based on progress monitoring efforts and the 2019 state assessment results, the area in greatest need for improvement was grade 5 Science. Science proficiency for students in grade 5 decreased by 12 percentage points when compared to Science proficiency from 2018. Additionally, the 2019 Grade 5 Science proficiency of 29% was 22 percentage points below the District average.

2021: Based on progress monitoring efforts and the 2021 FSA results, the area in greatest need for improvement was grade 5 Science. Science proficiency for students in grade 5 decreased by 1 percentage point when compared to the Science proficiency from 2019. Additionally, the 2021 grade 5 Science proficiency of 28% was 15 percentage points below the District average.
Student proficiency in Mathematics declined by 13 percentage points when comparing the results from the 2021 Mathematics FSA with the results from 2019.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019: Students in grade 5 did not obtain levels of proficiency on grade level concepts in Science due to their lack of proficiency on scientific concepts presented in previous grade levels. In addition, Science instruction lacked in-depth focus and a greater emphasis on the inquiry method was needed. As a result, all Science teachers in grades K-5 received support in planning, instruction, and the delivery of hands-on activities to ensure that students have a better understanding of scientific concepts in time for grade 5 state assessments. Students in grade 5 also tracked their progress on District Science assessments to ensure that improvements were obtained.

2021: Twenty-eight percent of students in Grade 5 obtained levels of proficiency on the 2021 Statewide Science Assessment, which represents a decrease of one percentage point when

compared to the Science proficiency from 2019. Grade 5 students continue to struggle with scientific concepts due to non-mastery of prerequisite skills. As a result, we will continue to provide Science teachers in grades K-5 with support in lesson planning, in-depth instruction, and hands-on activities, while ensuring that materials for Essential Labs are placed in a common area that is accessible to all grade levels. Administrative walkthroughs will be conducted and support will be provided to ensure that students participate in hands-on activities during Science instructional blocks. Additionally, students in grades K-5 will track their performance on Science Quarterly Tests / Topic Assessments to ensure progress and improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019: The percentage of students that obtained levels of proficiency on the 2019 Grade 3 FSA Mathematics increased by 22 percentage points when compared to the results from 2018, and Grade 4 FSA Mathematics proficiency increased 21 percentage points when compared to the results from 2018. Additionally, there was a 19 percentage point increase in the number of students in grade 3 that made Learning Gains in ELA.

2021: The percentage of students that obtained levels of proficiency on the 2021 Grade 5 FSA ELA increased by 3 percentage points when compared to the results from 2019, and Grade 5 FSA Mathematics proficiency increased 4 percentage points when compared to the results from 2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019: The factors that contributed to this improvement included student data tracking and ensuring that adjustments to instruction were made regularly to meet student needs. Additionally, data-driven resources were used each week to remediate deficiencies in ELA and Mathematics, and teachers were provided with push-in support during small group instruction.

2021: The factors that contributed to this improvement in grade 5 included using data-driven instruction to remediate secondary standards on a weekly basis during ELA and Mathematics, and exposing students to test-taking strategies throughout the course of the school year.

What strategies will need to be implemented in order to accelerate learning?

To accelerate student learning, we will provide Extended Learning Opportunities, such as before and after-school tutoring sessions for students who are currently working below grade level. We will also ensure that student Interventions/Differentiated Instruction (DI) in Reading and Mathematics are data-driven and continue to be implemented with fidelity. Instructional Coaches will also continue to provide support during small-group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PLST members will develop PD sessions on utilizing data to drive instruction and aligning appropriate resources during DI. Additionally, Instructional Coaches will continue to work collaboratively with teachers to ensure that high-quality instruction is delivered during Extended Learning sessions. ELA teachers will attend PD sessions that will assist them in understanding the new ELA curriculum, and Science teachers will attend sessions that will enhance their skills in providing in-depth instruction and Essential Labs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative Planning sessions and Curriculum Council meetings will be held to ensure fidelity to the initiatives implemented at the school. Extended Learning sessions, such as before/after school tutoring and Saturday Academy will also be provided to low-performing students in an effort to mitigate learning loss. Instructional Coaching support during Differentiated Instruction will also be provided to teachers and students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on iReady Diagnostic Assessment data from the previous school year and 2021 FSA data, it was determined that targeted data-based Differentiated Instruction is needed to improve upon students' foundational skills in the areas of ELA and Mathematics. According to FSA 2021 data, only 42% of students in grades 3-5 obtained levels of proficiency in ELA (58% of students performing below Level 3), and only 43% of students in grades 3-5 obtained levels of proficiency in Mathematics (57% of students performing below Level 3). Students with disabilities and those belonging to the L25 subgroup continue to underperform on grade-level assessments, therefore indicating a need to address their deficiencies through differentiation. Data from the 2021 Statewide Science Assessment also indicates that data-based Differentiated Instruction is needed in Science.
Measurable Outcome:	If we successfully implement Differentiated Instruction in the classroom, student proficiency in ELA, Mathematics, and Science will increase by a minimum of 10 percentage points as evidenced by results from the 2022 state assessments.
Monitoring:	The School Leadership Team will collaborate during quarterly data chat meetings to ensure that students' academic needs are met with fidelity, and that data-based Differentiated Instruction is provided. Additionally, the Administrators and Instructional Coaches will conduct walk-throughs and provide classroom support/feedback to teachers and students during the ELA, Mathematics and Science instructional blocks. All students will track their assessment performance to ensure progress.
Person responsible for monitoring outcome:	Lissette Garcia (lmgarcia@dadeschools.net)
Evidence-based Strategy:	Data-driven Differentiated Instruction is the evidence-based strategy that will be implemented for this area of focus. Differentiated Instruction lessons will be planned during Collaborative Planning sessions using i-Ready and District assessment data, and completed resources will be placed in students' DI folders/binders for future reference.
Rationale for Evidence-based Strategy:	Implementation of data-driven Differentiated Instruction will ensure that students' individual academic needs are met in core subject areas. As a result of this practice, students will continue to make academic gains and obtain levels of proficiency on grade level assignments. Resources for Differentiation will include iReady Toolbox Lessons and Teacher-Assigned Lessons for ELA and Mathematics, McGraw-Hill Tier 2 Resources for ELA, Think Central Reteach Resources for Mathematics, and District-provided Science resources for remediation.

Action Steps to Implement

8/23 - 9/20 -Teachers will receive ELA, Mathematics, and Science DI binders and folders containing student data trackers. The trackers will allow students to monitor their performance on District assessments and all resources used during DI sessions will be placed inside of student binders/folders.

Person Responsible	Bernadette Alfonso (bernie@dadeschools.net)

8/23-10/8- K-5 - Students will participate in the first i-Ready Diagnostic Assessment in the areas of ELA and Mathematics, as well as Science Pretests / Baseline Assessments. The data from these assessments will be utilized to place students in the appropriate DI groups.

Person Responsible	Gladys Rodriguez (gmrodriguez@dadeschools.net)

9/1-10/29 - Following the first ELA Weekly Assessments / Mathematics Topic Assessments, the Instructional Coaches will begin meeting with teachers for collaborative planning sessions to analyze student data and plan small group intervention lessons directed toward meeting students' individual needs. Instructional Coaches will also begin tracking progress of students in the Lowest 35% Subgroup.

Person Responsible   Denise Delgado (denisedelgado@dadeschools.net)

8/23-10/29- Administrators and Instructional Coaches will provide support to teachers and students, and conduct walkthroughs to monitor the implementation of DI sessions. They will also ensure that in-depth instruction and Essential Labs are provided to students during Science.

Person Responsible   Claudine Winsor (pr0481@dadeschools.net)

11/01-12/17 - Instructional Coaches will provide classroom support to low-performing students / students that belong to the L25-35 subgroups in ELA and Mathematics.

Person Responsible   Claudine Winsor (pr0481@dadeschools.net)

11/01-12/17 - Students will continue to participate in DI to remediate secondary standards while tracking assessment performance, Administrators will continue to conduct walkthroughs to ensure fidelity to DI implementation, and Instructional Coaches will continue to meet with teachers for Collaborative Planning.

Person Responsible   Claudine Winsor (pr0481@dadeschools.net)

01/31-04/29 - Student data from the iReady AP2 Diagnostic Assessment in ELA and Mathematics and the Grade 5 Science Mid-Year Assessment will be used to conduct data meetings with teachers and modify support provided to students.

Person Responsible   Denise Delgado (denisedelgado@dadeschools.net)

01/31-04/29 - Low-performing and early-grade level students will continue to be monitored using student data. Data-driven participation in interventions and D.I. will continue to ensure that academic remediation is taking place.

Person Responsible   Denise Delgado (denisedelgado@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Data from the 2020-2021 school year indicates that many students require additional instruction outside of the regularly scheduled ELA block to close achievement gaps. Due to the fact that 58% of students in grades 3-5 scored below a Level 3 in ELA on the 2021 FSA, we will provide Extended Learning opportunities, such as before and after school tutoring to students in the Lowest 35% ELA Subgroup, ELL students, and students that score "red" on the i-Ready AP1 assessment in ELA at the beginning of the school year. Additionally, approximately 37% of students in grades K-3 have demonstrated that they are not on track to scoring a Level 3 or above on the standardized grade 3 ELA assessment when analyzing data from the previous year's i-Ready AP3 ELA Assessment.
Measurable Outcome:	To determine academic growth, we will compare the results from the 2021-2022 i-Ready AP1 Diagnostic Assessment in ELA to the results from the i-Ready AP3 Diagnostic Assessment. The desired outcome for students participating in Extended Learning Opportunities is that all students will achieve their individualized Stretch Growth target as demonstrated by the results of the AP3 Assessments, and students in grades 3-5 will score an FSA Level 3 or above on the 2022 FSA ELA.
Monitoring:	The ELA Instructional Coach will monitor before and after school tutoring sessions by recording and tracking assessment performance scores and assist teachers in making adjustments to instruction when necessary.
Person responsible for monitoring outcome:	Gladys Rodriguez (gmrodriguez@dadeschools.net)
Evidence-based Strategy:	Extended Learning Opportunities is the evidence-based strategy implemented for this area of focus. The Instructional Coach will monitor ELA assessment data weekly and assist teachers in planning lessons that meet student needs. Resources will also be provided to teachers each week. Student performance will be tracked and instructional practices and standards will be adjusted when needed.
Rationale for Evidence-based Strategy:	To mitigate learning loss, there is a need to provide at-risk students with additional data-driven instruction outside of core subject areas. Extended Learning Opportunities will ensure that academic deficiencies are targeted and that students can begin demonstrating mastery of grade-level concepts. The resources that will be utilized during Extended Learning sessions will include remediation materials found in the McGraw-Hill ELA series. In previous years, low-performing students who have attended Extended Learning sessions throughout the school year have demonstrated academic growth and have made progress in closing achievement gaps in ELA.

Action Steps to Implement

8/23-10/15- The School Leadership Team will identify students for participation in Extended Learning Opportunities in ELA based on student data and teacher recommendations.

Person Responsible	Denise Delgado (denisedelgado@dadeschools.net)

10/18-10/22-Teachers will be selected to participate in Extended Learning Opportunities provided before and after school.

Person Responsible	Claudine Winsor (pr0481@dadeschools.net)

10/18-10/29- The Instructional Coach will work collaboratively with administrators to create tutoring groups and meet with teachers to coordinate schedules and plan instruction for Extended Learning Opportunities.

Person Responsible Gladys Rodriguez (gmrodriguez@dadeschools.net)

10/25-10/29 - Administrators and Instructional Coaches will monitor student attendance and performance during Extended Learning sessions to ensure progress. Adjustments to instruction will be made as needed.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

11/01-12/17 - Recruitment of additional teachers for Extended Learning sessions will continue.

Person Responsible Gladys Rodriguez (gmrodriguez@dadeschools.net)

11/01-12/17 - Professional Development in ELA will continue to ensure that teachers provide high quality, effective instruction during Extended Learning sessions. America Reads support will continue to be provided to primary students.

Person Responsible Gladys Rodriguez (gmrodriguez@dadeschools.net)

01/31-04/29 - Before/after school tutoring sessions and Saturday Academy will continue to ensure that low-performing students increase achievement in ELA.

Person Responsible Gladys Rodriguez (gmrodriguez@dadeschools.net)

01/31-04/29 - Data from ELA Bi-Weekly assessments and Pacing Guide standards will continue to drive the instruction for Extended Learning Opportunities.

Person Responsible Gladys Rodriguez (gmrodriguez@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Based on teacher feedback and informal observation, we have identified a need to increase staff morale at our school. Through teacher recognition, celebrations, team building activities and collaboration, we intend to improve the culture at our school.
Measurable Outcome:	If we successfully implement strategies and initiatives to improve staff morale, we will see an increase in teacher motivation, which will positively impact student achievement. There will also be an increase in participation and positive feedback provided on the School Climate Survey.
Monitoring:	The School Leadership Team will monitor improvements in staff morale through feedback and collaboration during weekly Grade Level Meetings.
Person responsible for monitoring outcome:	Claudine Winsor (pr0481@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy that will be implemented for this area of focus is Celebrate Successes. Through collaborative efforts between stakeholders, teachers will feel appreciated, valued, and considered, which will positively impact staff morale and the overall culture of the school.
Rationale for Evidence-based Strategy:	Ensuring that staff members feel appreciated, valued, and included in decision-making processes will improve motivation and morale, enabling a collaborative effort by all stakeholders to carry out the vision and mission of the school.

Action Steps to Implement	

9/8 and 10/13-The School Leadership Team will visit all classes with a Treats Cart on a monthly basis. Teachers will enjoy a snack and beverage of their choosing in an effort to show them appreciation for their hard work and dedication.

Person Responsible	Claudine Winsor (pr0481@dadeschools.net)

8/18,9/8, & 10/13- Team building activities will be conducted at the beginning of each Faculty Meeting to improve collaboration and improve staff morale.

Person Responsible	Bernadette Alfonso (bernie@dadeschools.net)

8/23-10/29- Collaborative efforts will be provided during planning meetings to ensure that teachers are listened to and considered.

Person Responsible	Lissette Garcia (lmgarcia@dadeschools.net)

8/23-10/29 -Teachers will receive recognition for their efforts and dedication through incentives provided by school administrators. Celebrations will also be held for birthdays and family events.

Person Responsible	Anabel Alonso (anabelalonso@dadeschools.net)

11/17 & 12/8 - The Leadership Team will continue to visit classrooms with a Treats Cart in appreciation of teachers and their efforts, and team building activities will continue to be conducted at the beginning of Faculty Meetings to improve collaboration and staff morale.

Person Responsible   Bernadette Alfonso (bernie@dadeschools.net)

11/01-12/17 - Teachers will continue to receive recognition for their efforts and dedication through incentives provided by school administrators. Celebrations will continue to be held for birthdays and family events.

Person Responsible   Anabel Alonso (anabelalonso@dadeschools.net)

01/31-04/29 - The School Leadership Team will increase opportunities for team building activities during Zoom faculty meetings and provide additional feedback to teachers.

Person Responsible   Claudine Winsor (pr0481@dadeschools.net)

01/31-04/29 - Teachers will continue to receive recognition for their efforts and dedication through incentives provided by school administrators. Employees will have an opportunity to vote for recognized candidates. Celebrations will continue in celebration of birthdays and family events.

Person Responsible   Claudine Winsor (pr0481@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Staff members have communicated that they would like to have greater involvement in decision-making processes and have more of their ideas considered, therefore we want to develop teacher leaders by involving them in school-wide initiatives. The School Leadership Team will meet with teachers to implement initiatives. Teachers will also be given opportunities to lead clubs and special programs for students.
Measurable Outcome:	Though 82% of staff members indicated that they felt their ideas are listened to and considered on the School Climate Survey, it is not representative of the majority of staff members, as less than half of the staff responded. To measure the effectiveness of implemented initiatives, we hope to see an increase in staff participation at the end of this year's School Climate Survey, with an increase in the percentage of staff members that feel their ideas are listened to and considered. We also hope to see an increase of at least 5% in the number of teachers in leadership roles at the school.
Monitoring:	The School Leadership Team will identify staff members to serve as club sponsors for students, as well as implement specific initiatives geared toward school improvement. We will monitor the effectiveness of this initiative by observing teachers' commitment to clubs and initiatives.
Person responsible for monitoring outcome:	Claudine Winsor (pr0481@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy implemented in this area of focus is Shared Leadership. By identifying staff members' strengths and allowing them to lead clubs and initiatives, we hope to increase the number of teacher leaders in our building.
Rationale for Evidence-based Strategy:	These strategies were selected to create teacher buy-in and assist with the implementation of initiatives that will ultimately create teacher leaders and increase student achievement.

Action Steps to Implement

9/15 & 10/27- Teachers will contribute to school-wide decisions in Curriculum Council Meetings in an effort to promote shared decision-making.

Person Responsible	Lissette Garcia (lmgarcia@dadeschools.net)

8/18 & 9/8- A list of clubs and committees will be provided to all staff members in an effort to promote shared leadership. Staff members can sign up to lead a club or committee of their choosing throughout the school year.

Person Responsible	Anabel Alonso (anabelalonso@dadeschools.net)

8/23-10/29 -Teacher leaders who are experts in a particular subject area will model lessons and support colleagues in an effort to improve collaboration and build capacity within the school, while creating an environment of shared leadership.

Person Responsible	Gladys Rodriguez (gmrodriguez@dadeschools.net)

8/18, 9/8, & 10/13 - Opportunities to share best practices at Faculty Meetings will be provided to continue to empower teachers and promote a culture of shared leadership.

Person Responsible	Denise Delgado (denisedelgado@dadeschools.net)

11/16 & 12/15 - Teachers will continue to contribute to school-wide decisions in Curriculum Council Meetings in an effort to promote shared decision-making.

Person Responsible	Lissette Garcia (lmgarcia@dadeschools.net)

11/17 & 12/8 - Teacher leaders who are experts in a particular subject area will continue to model lessons and support colleagues in an effort to improve collaboration and build capacity within the school, while creating an environment of shared leadership

Person Responsible	Gladys Rodriguez (gmrodriguez@dadeschools.net)

01/31-04/29 - Teachers will continue to contribute to school-wide decisions in Curriculum Council Meetings in an effort to promote shared decision-making.

Person Responsible	Lissette Garcia (lmgarcia@dadeschools.net)

01/31-04/29 - Opportunities to share best practices at Faculty Meetings will continue to be provided so that teachers feel empowered and to promote a culture of shared leadership.

Person Responsible	Claudine Winsor (pr0481@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the discipline data reported for our school site, the incident rating received is "very low". In all subcategories, our school fell below the state average, as no incidents were reported in the areas of Violent Incidents, Property Incidents, Drug/Public Order Incidents, or Suspensions. At this time, there are no areas of concern. Our school administrators will continue to implement the School-wide Behavior Plan in an effort to continue to prevent incidents from occurring.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In an effort to continue to build a positive school culture and environment, Curriculum Council/Grade Level Department meetings will take place to improve staff morale, promote shared leadership and maintain open lines of communication among stakeholders. Teachers will be recognized for their efforts and accomplishments, and celebrated during birthdays and special events. In an effort to ensure that teachers feel appreciated, the School Leadership Team will visit classrooms each quarter with a Treats Cart containing refreshments. School administrators will plan events to improve school spirit, and team building activities will be held prior to the start of Faculty Meetings.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The School Principal, Ms. Claudine Winsor will work collaboratively with the School Leadership Team to recognize and celebrate staff members each month, as well as plan events and team building activities to improve morale. The Assistant Principal, Ms. Lissette Garcia, is responsible for ensuring that Curriculum Council Meetings and Grade Level Department Meetings are scheduled and carried out on a regular basis.