

Miami-Dade County Public Schools

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



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: A (68%) 2018-19: B (56%) 2017-18: 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	N/A
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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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. 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: 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Delgado, Denise	Instructional 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.
Rodriguez, Gladys	Instructional 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.
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.
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.
Alfonso, Bernadette	Instructional Coach	Ms. Bernadette Alfonso (Mathematics Coach / Science Liaison) analyzes Mathematics and Science data used for progress monitoring, models

Name	Position Title	Job Duties and Responsibilities
		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.
Garcia, Lissette	Assistant Principal	Ms. Lissette Garcia (Assistant Principal) assists the Principal in overseeing the Early Childhood Program for PK – 2nd 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, leads the Literacy Leadership Team/ Curriculum Council, and assists in the development and implementation of the Schoolwide Improvement Plan. She is the Title 1 Facilitator and FLKRS Chairperson.

Demographic Information

Principal start date

Sunday 7/27/2014, Claudine Winsor

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

399

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	41	54	54	82	82	101	0	0	0	0	0	0	0	414
Attendance below 90 percent	0	7	7	24	5	12	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	20	12	9	0	0	0	0	0	0	0	45
Course failure in Math	0	0	6	14	5	17	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	22	29	0	0	0	0	0	0	0	66
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	14	27	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	0	11	36	32	35	0	0	0	0	0	0	0	114

Using the table above, complete the table below with the number of students by current grade level who have 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	0	6	24	19	28	0	0	0	0	0	0	0	77

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	15	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	2	2	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 8/22/2022

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	
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

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	
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	62%	56%				47%	62%	57%
ELA Learning Gains	68%						66%	62%	58%
ELA Lowest 25th Percentile	77%						64%	58%	53%
Math Achievement	61%	58%	50%				57%	69%	63%
Math Learning Gains	84%						65%	66%	62%
Math Lowest 25th Percentile	75%						58%	55%	51%
Science Achievement	58%	64%	59%				32%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	60%	-17%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-43%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	67%	-2%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	66%	69%	-3%	64%	2%
Cohort Comparison		-65%				
05	2022					
	2019	38%	65%	-27%	60%	-22%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	53%	-24%	53%	-24%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	40	71	69	47	82	67	48				
ELL	51	66	71	59	84	72	55				
HSP	53	69	77	62	84	75	59				
FRL	50	67	77	61	84	77	57				
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				

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
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							
FRL	47	65	63	57	64	54	31				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - 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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The 2022 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 7 percentage points, and performed above the District average in Mathematics by 4 percentage points. Grade 5 Science indicated that students scored 9 percentage points above the District average.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring efforts and the 2022 FSA results, the area in greatest need for improvement was grade 3 ELA. ELA proficiency for students in grade 3 decreased by 7 percentage points when compared to the ELA proficiency from 2021.

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

The 2021-2022 school year was a transition year between FSA Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Therefore, teachers were still trying to understand the new standards as well as implementing new curriculum resources. Our school will focus on implementing standards-based instruction across all grade levels. In ELA, we will continue to support teachers as they utilize a new reading and intervention program based on the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Targeted differentiated instruction based on data findings will be utilized to address student needs. In Mathematics, we will continue to support our teachers and provide professional development to help them meet the needs of the students, utilize the various technological resources to build mathematics proficiency, and use data from Topic Assessments to target deficiencies. We will continue to provide collaborative planning to ensure our teachers understand the standards and standards-based resources provided by the District.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The Lowest 25% subgroup showed the greatest learning gains overall. Although there was an increase in proficiency in ELA, Mathematics, and Science, data results show a significant improvement in the following areas when compared to 2021:

ELA Learning Gains for SWD subgroup in the L25% increased 42 percentage points from 27% to 69%.

ELA Learning Gains for ELL subgroup in the L25% increased 28 percentage points from 43% to 71%.

Mathematics Learning Gains for ELL subgroup in the L25% increased 58 percentage points from 14% to 72%.

Science Proficiency increased 31 percentage points from 26% to 57%.

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

ELA, Mathematics, and Science teachers were able to collaboratively plan, developed targeted lessons to address standards, use i-Ready data to monitor progress, and provide differentiated instruction to address student needs. There was increase in the number of students that attended Extended Opportunities before school and on Saturdays. Instructional coaches worked closely with targeted

students to build on ELA and Mathematics skills. Administrators conducted walkthroughs to ensure resources were being implemented.

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

To accelerate student learning, we will provide professional development opportunities for teachers on the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Teachers will be able to use collaborate planning to share ideas, plans lessons in detail, and preview upcoming lessons to gather the necessary resources for instructional delivery. 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. Extended learning opportunities will be provided to targeted students.

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 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards curriculum, and Science teachers will attend sessions that will enhance their skills in providing in-depth instruction and Essential Labs. Throughout the school year, the PLST will survey teachers to create sessions to address specific needs on Standards-Based Instruction and Interventions.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data from the 2021-2022 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 48% of students in grades 3-5 scored below a Level 3 in ELA on the 2022 FSA, we will provide support to teachers in Tier I instruction. Additionally, approximately 35% of students in grade 2 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:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To determine academic growth, we will compare the results from the 2022-2023 i-Ready AP1 Diagnostic Assessment in ELA to the AP2 Diagnostic Assessment results. The desired outcome is that all students will achieve their individualized Growth Target as demonstrated by the results of the AP2 Assessments, and students in grades 3-5 will score a Level 3 or above on the 2023 Florida Assessment of Student Thinking (F.A.S.T.) Assessment.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Students and teachers will track and monitor progress by recording and tracking assessment data in their data trackers. Administrative Team and Literacy Coach will monitor progress through classroom walkthroughs and data analysis meetings. A data wall will be maintained as a visual tracker for iReady AP1 and AP2 Assessment results.

Person responsible for monitoring outcome:

Claudine Winsor (pr0481@dadeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

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:
 Explain the rationale for selecting this specific strategy.
 Describe the

To mitigate learning loss, there is a need to provide students with additional data-driven instruction. Focusing on effective Tier I instruction strategies will ensure that academic deficiencies are targeted and that students can begin demonstrating mastery of grade-level concepts.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/31-10/14)- The School Leadership Team will identify students for participation in Extended Learning Opportunities in ELA based on student data and teacher recommendations.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(8/31-10/14)- Our Leadership Team will Identify model classrooms as a support for Differentiated Instruction in Reading and Mathematics. As needed, the administration will provide teachers opportunities to visit classrooms to observe best practices. As a result, teachers will develop collaborative relationships to enhance instructional practices

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(8/31-10/14)- Provide K-5 teachers training on Florida Assessment of Student Thinking (F.A.S.T.) Assessment, i-Ready, and Performance Matters. This includes reports, tools, and resources available through Toolbox and District Pacing Guides. Additionally, the benefits of differentiating instruction in both Reading and Mathematics will be discussed. As a result, teachers will create and maintain data binder.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(8/31-10/14)- Teachers will create differentiated instructional groups based on the results from the Florida Assessment of Student Thinking (F.A.S.T.) Assessment, i-Ready AP3 and AP1 Diagnostic, and other data points available (FSA/SAT-10). As a result, teachers will have flexible groups and targeted lessons plans for each.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(10/31 - 12/16) - Recruitment of additional teachers for Extended Learning sessions will continue.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(10/31 - 12/16) - Professional Development in ELA will continue to ensure that teachers provide high quality, effective instruction during Extended Learning sessions. America Reads and ESSER Tutoring support will continue to be provided to primary students.

Person Responsible Gladys Rodriguez (gmrodriguez@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our 2022 Data Findings indicate an increase in proficiency levels for ELA, Mathematics, and Science when compared to 2021. The increase was 5% in ELA Proficiency and 12% in Mathematics. With the shift from Florida Standards to Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, a new reading and mathematics series, new testing platforms, and additional technology programs, it is evident we need to provide our instructional staff with the knowledge, strategies, and tools to engage students in all academic areas. As we transition to Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, there needs to be increased professional development to ensure our teachers understand and implement the new standards in order to increase proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards in Reading and Mathematics, then our proficiency levels will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct a survey to prioritize topics of Professional Learning relating to Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards in both Reading and Mathematics. After providing Professional Development Sessions and/or support, the administration will conduct walkthroughs to ensure teachers are implementing strategies and best practices from the PD Sessions. Quarterly Data Chats will be conducted to adjust groups, discuss specific strategies for each group, and reflect on teaching practices.

Person responsible for monitoring outcome:

Claudine Winsor (pr0481@dadeschools.net)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

Rationale for Evidence-based

Effective Curriculum and Resource Utilization will ensure that teachers are using the resources available through the district in an effort to target student learning and increase

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

proficiency. Teachers will make adjustments to their plans, instruction, and delivery based on the specific needs of their students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/31-10/14) - Our ELA, Mathematics, and Science liaisons will provide informational sessions to each grade level in order to share best practices and resources available to support instruction on a monthly basis. As a result, teachers will implement activities aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(8/31-10/14) - The Leadership Team will provide one to one support for teachers who may need additional assistance implementing Differentiated Instruction and/or the utilization of resources available for ELA, Mathematics, and Science instruction as needed. As a result, teachers will develop a stronger understanding of Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and Differentiated Instruction.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(8/31-10/14) - Our Leadership Team will Identify model classrooms as a support for implementing these resources and Differentiated Instruction in Reading and Mathematics. As needed, the administration will provide teachers opportunities to visit classrooms to observe best practices. As a result, teachers will develop collaborative relationships to enhance instructional practices.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(8/31-10/14) - Our Leadership Team will provide teachers training on how to access and utilize resources in their classrooms in an effort to target faculty needs on a monthly basis. As a result, teachers will utilize resources to engage students and address Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(10/31 - 12/16)- Administrators will continue to conduct walkthroughs to assess teachers' individual needs for further support with the implementation of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Instructional Coaches will continue to meet with teachers for Collaborative Planning and use of resources.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(10/31 - 12/16) - The school's Professional Learning and Growth Leader/PD Liaison will continue to work cohesively with the Administrative Team to ensure teachers are receiving job-embedded professional

development on the implementation of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Person Responsible Gladys Rodriguez (gmrodriguez@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 2022 Data Findings indicate a decrease among collaboration within grade levels and department chairs, during the 2021-2022 school year. Through our data review, there was a decrease in weekly and monthly collaboration. The School Leadership Team recognized the importance to review and create collaborative experiences in order to improve student outcomes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement collaboration between teachers and the Instructional Leadership Team, then our teachers will be provided with updated resources and information, timely feedback on lesson planning, as well as instructional delivery on a weekly or biweekly basis. The percentage of teachers who collaborate on a weekly basis to improve student outcomes will increase by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will provide faculty and staff opportunities to share best practices during faculty meetings. Additionally, the administration will collaborate with grade levels during their planning time and conduct weekly walkthroughs in an effort to provide timely feedback. By incorporating these initiatives, we hope to increase student achievement.
Person responsible for monitoring outcome:	Claudine Winsor (pr0481@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strategic teacher collaboration through mentorship and partnership requires teacher collaboration to share responsibilities for students' learning, resulting in improved instruction. To promote strategic teacher collaboration, we will empower the teams by providing a designated area for teachers to come together to share information, resources, ideas, and expertise, so that learning becomes more accessible and effective for students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By providing time for grade level planning and sharing of best practices by colleagues, our teachers will be able to improve student outcomes and strengthen their commitment to students. This process will impact student achievement and increase learning gains in 2023.
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
(8/31-10/14) Participate in weekly grade level meetings and collaboratively work with teachers to identify the targeted area for effective instruction or guiding principles of learning they are targeting.	
Person Responsible	Claudine Winsor (pr0481@dadeschools.net)

(8/31-10/14) Our ELA, Mathematics, and Science liaisons will provide informational sessions to each grade level in order to share best practices and resources available to support instruction on a monthly basis.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(8/31-10/14) Provide timely feedback to all stakeholders after weekly classroom walkthroughs to allow teachers to reflect on instructional practices and make adjustments as needed.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(8/31-10/14) Create a schedule to have administration and members of the Instructional Leadership Team attend weekly grade level meetings to provide feedback and support to teachers.

Person Responsible Claudine Winsor (pr0481@dadeschools.net)

(10/31 - 12/16) - 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 Claudine Winsor (pr0481@dadeschools.net)

(10/31 - 12/16) - Teachers will continue to contribute to school-wide decisions in Curriculum Council and Literacy Leadership Meetings in an effort to promote collaboration between teachers and the Instructional Leadership Team.

Person Responsible Lissette Garcia (lmgarcia@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Staff Morale**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/31-10/14) The School Leadership Team will visit all classes with a Treat 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)

(8/31-10/14) 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)

(8/31-10/14) Collaborative efforts will be provided during planning meetings to ensure that teachers are listened to and considered.

Person Responsible

Claudine Winsor
(pr0481@dadeschools.net)

(8/31-10/14) 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

Lissette Garcia
(lmgarcia@dadeschools.net)

(10/31-12/16) - 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

Claudine Winsor
(pr0481@dadeschools.net)

(10/31-12/16) - 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

Claudine Winsor
(pr0481@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers in grades K-2 will implement the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards in the area of Reading with an emphasis on Reading Comprehension. Stacking the benchmarks during reading instruction will reinforce the ELA Expectations.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Teachers in grades 3-5 will implement the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards in the area of Reading with an emphasis on Reading Comprehension. Stacking the benchmarks during reading instruction will reinforce the ELA Expectations.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

For Grades K-2, the 2022 iReady Reading Diagnostic AP3 Assessment data findings indicate: 37% of Kindergarten, 38% of First Graders, and 45% of Second Grade students scored below grade level. As a result of targeted instruction in the area of Reading comprehension, we expect an increase of 10% in ELA Proficiency, as evidenced by the 2023 AP2 Reading Diagnostic Assessment.

Grades 3-5: Measureable Outcome(s)

For Grades 3-5, the 2022 iReady Reading Diagnostic AP3 Assessment data findings indicate: 65% of Third Grade, 41% of Fourth Grade, and 43% of Fifth Grade students scored below grade level. As a result of targeted instruction in the area of Reading comprehension, we expect an increase of 10% in ELA Proficiency, as evidenced by the 2023 AP2 Reading Diagnostic Assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students and teachers will track and monitor progress by recording and tracking assessment data in their data trackers. Administrative Team and Literacy Coach will monitor progress through classroom walkthroughs and data analysis meetings. For students scoring in the L25% to L35%, a data wall will be maintained as a visual tracker for iReady AP1 and AP2 Assessment results.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Winsor, Claudine, pr0481@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practices/programs being implemented to achieve a measurable outcome in each grade will include professional learning opportunities for teachers that are aligned to the science of reading and evidence-based strategies. McGraw-Hill Reading Program provides a comprehensive approach to instruction on the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based resources implemented are McGraw-Hill Reading Series, ELA Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, and instructional strategies that are proven to be effective in increasing reading comprehension.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
(8/31-10/14) To address our Area(s) of Focus, our Literacy Coach is currently participating in the Florida Literacy Coach Bootcamp to become endorsed as an instructional literacy coach in the state of Florida.	Winsor, Claudine, pr0481@dadeschools.net
(8/31-10/14) Teachers will be provided with professional learning opportunities that align to the B.E.S.T. ELA Standards.	Winsor, Claudine, pr0481@dadeschools.net
(8/31-10/14) The Administration and Instructional Coaches will conduct quarterly data chats with classroom teachers to ensure B.E.S.T. Standards are aligned with instruction.	Winsor, Claudine, pr0481@dadeschools.net
(8/31-10/14) The Administration and Instructional Coaches will conduct walkthroughs to ensure best practices and resources shared during faculty meetings, collaborative meetings, and in-house professional development opportunities are being implemented in the classroom with fidelity.	Winsor, Claudine, pr0481@dadeschools.net
(10/31-12/16) The Administration and Instructional Coaches will continue to meet with classroom teachers to analyze data to ensure B.E.S.T. Standards are aligned with instruction.	Winsor, Claudine, pr0481@dadeschools.net
(10/31-12/16) Our teachers will continue to receive support from Gladys Vega, our R.A.I.S.E. School Regional Support Director, on 10/27/22, 11/8/22, and 12/7/22 on various topics relating to data analysis, STAR Literacy Reports, and maximizing instruction using the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.	Rodriguez, Gladys, gmrodriguez@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.