

Miami-Dade County Public Schools

# JAMES H. BRIGHT ELEMENTARY/J.W. JOHNSON ELEM



2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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At James H. Bright / J. W. Johnson Elementary School, we collaborate with parents and the community to help our students succeed academically, socially, and emotionally in a positive and safe learning environment. We strive to provide them with the knowledge and skills they need to think critically and make wise decisions in a multicultural world. We aim to empower our students 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

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At James H. Bright / J. W. Johnson Elementary School, all stakeholders maintain the highest expectations for students with the belief that they can and will realize their full potential. Staff members ensure that all students feel safe, secure and empowered by providing a nurturing school environment. Students will LEARN today to LEAD tomorrow at James H. Bright / J. W. Johnson Elementary School,

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Claudine Winsor

##### Position Title

Principal

##### Job Duties and Responsibilities

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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.

## **Leadership Team Member #2**

### **Employee's Name**

Eduardo Fernandez

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Mr. Eduardo Fernandez (Assistant Principal) assists the Principal in overseeing the standard academic program for students in grades 1-5 and the academic programs for ASD students. He supports the ELL program to meet the needs of ELL students and ensures ESOL compliance. He provides technology and instruction support to teachers and students, facilitates the acquisition and distribution of mobile devices, and serves as testing coordinator for the school site. Mr. Fernandez implements the initiatives to the school-wide discipline plan, ensures student schedules are in compliance, serves as a member on the PLST team and the Attendance Review Committee.

## **Leadership Team Member #3**

### **Employee's Name**

Lissette Garcia

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Ms. Lissette Garcia (Assistant Principal) assists the Principal in overseeing the Early Childhood Program for PK and Kindergarten, 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 leads the Literacy Leadership Team/Curriculum Council and serves as the Cognia School-Site Coordinator and Title 1 Facilitator.

## **Leadership Team Member #4**

### **Employee's Name**

Maria Corredor

### **Position Title**

Reading Coach

### **Job Duties and Responsibilities**

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Ms. Maria Corredor analyzes Reading data used for progress monitoring, models lessons, and provides small-group and Intervention support to teachers and students through strategies that will best meet the needs of learners in the area of Reading/Language Arts. She is a member of the Leadership Team, plans collaboratively with teachers, and conducts data analysis meetings with administrators and stakeholders.

## **Leadership Team Member #5**

### **Employee's Name**

Denise Delgado

### **Position Title**

ESOL Chairperson / Math and Science Liaison

### **Job Duties and Responsibilities**

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Mrs. Denise Delgado (ESOL Chairperson) oversees the implementation of the ESOL program and ensures compliance with State and District guidelines. In addition, Mrs. Delgado serves as the Mathematics and Science Liaison. She 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 is a member of the Leadership Team, plans collaboratively with teachers, and conducts data analysis meetings with stakeholders.

## **Leadership Team Member #6**

### **Employee's Name**

Catalina Colella

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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Ms. Catalina Colella (School Guidance Counselor) is an essential member of the Attendance Review Committee, provides support/resources to parents regarding student behavior and social and emotional growth, implements peer mediation, and provides counseling to students as needed. She provides support to families through Project Upstart, maintains a school pantry for families in need, and assists in the implementation of the Values Matters initiative, the Do the Right Thing initiative, and Student of the Month recognition.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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To initiate the School Improvement Process, the School Leadership Team (SLT) will meet to analyze data and identify areas in need of improvement for the upcoming school year. The SLT will then meet with Grade Level Chairpersons during Curriculum Council meetings to share data findings and work collaboratively to develop Action Steps for the Areas of Focus identified. Updates regarding the School Improvement Process will be provided to school staff members during faculty meetings and to all other stakeholders (parents, community members, students) during EESAC meetings.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The SLT will monitor the School Improvement Process during weekly Leadership Team Meetings to ensure that the action steps in place are implemented with fidelity. Additionally, the SLT will monitor student performance on all school-wide assessments to ensure that they are demonstrating academic growth, and will revise the plan as needed to ensure continuous improvement.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>99.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: C* 2021-22: A 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	14	9	7	7	8				45
One or more suspensions	0	0	0	0	1	0				1
Course failure in English Language Arts (ELA)			5	9	7	9				30
Course failure in Math			2	7	6	14				29
Level 1 on statewide ELA assessment				9	22	40				71
Level 1 on statewide Math assessment				6	13	26				45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		20	36	50						106
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		18	13	18	8					57

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	18	16	27	27	44				132

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	9	0	1				10
Students retained two or more times	0	0	0	1	0	0				1

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		15	12	13	14	7				61
One or more suspensions										0
Course failure in ELA			4	7	10	3				24
Course failure in Math			5	10	9	10				34
Level 1 on statewide ELA assessment				10	35	41				86
Level 1 on statewide Math assessment				6	21	29				56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		27	35	40						190

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			5	15	26	26				72

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	10						11
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	43	63	57	42	60	53	52	62	56
ELA Grade 3 Achievement **	46	63	58	25	60	53			
ELA Learning Gains	57	64	60				68		
ELA Learning Gains Lowest 25%	78	62	57				77		
Math Achievement *	59	69	62	57	66	59	61	58	50
Math Learning Gains	70	65	62				84		
Math Learning Gains Lowest 25%	75	58	52				75		
Science Achievement *	41	61	57	48	58	54	58	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	68	64	61	44	63	59	51		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	537
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	46%	66%	37%		58%	54%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	59%	No		
Hispanic Students	61%	No		
Economically Disadvantaged Students	59%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	1	
English Language Learners	44%	No		
Hispanic Students	46%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
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Economically Disadvantaged Students

45%

No

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
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Students With Disabilities

58%

No

English Language Learners

64%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

66%

No

Multiracial Students

**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	66%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%	46%	57%	78%	59%	70%	75%	41%					68%
Students With Disabilities	16%		58%		35%	69%	70%	14%					59%
English Language Learners	41%	43%	59%	74%	60%	76%	78%	35%					68%
Hispanic Students	43%	43%	59%	78%	61%	73%	77%	43%					68%
Economically Disadvantaged Students	47%	45%	55%	82%	59%	67%	69%	45%					66%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	42%	25%			57%			48%					44%
Students With Disabilities	27%	25%			40%			27%					48%
English Language Learners	41%	23%			54%			43%					57%
Hispanic Students	43%	25%			57%			48%					57%
Economically Disadvantaged Students	43%	25%			56%			48%					54%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	52%		68%	77%	61%	84%	75%	58%					51%
Students With Disabilities	40%		71%	69%	47%	82%	67%	48%					43%
English Language Learners	51%		66%	71%	59%	84%	72%	55%					51%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	53%		69%	77%	62%	84%	75%	59%					51%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	50%		67%	77%	61%	84%	77%	57%					51%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	30%	56%	-26%	55%	-25%
Ela	4	23%	55%	-32%	53%	-30%
Ela	5	27%	56%	-29%	55%	-28%
Math	3	47%	65%	-18%	60%	-13%
Math	4	45%	62%	-17%	58%	-13%
Math	5	44%	59%	-15%	56%	-12%
Science	5	25%	53%	-28%	53%	-28%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

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The data component that showed the most improvement was the performance of third grade students in ELA and Mathematics. The actions that contributed to the students' growth was the targeted and consistent interventions provided to students during the school day and extended learning opportunities.

##### **Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

The lowest performance was 4th grade ELA at 37%. This was a 4 percentage point decrease from the 2022-23 school year. The contributing factors that led to this low performance was the need for more in-depth instruction with rigorous critical thinking strategies. Students in this grade level consistently performed below grade level in previous years.

##### **Greatest Decline**

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

---

Fifth grade ELA showed the greatest decline from 59% to 45%. Students entered fifth grade at 41% proficiency and there was a large population of SPED students and low performing students in fourth grade, which presented many challenges.

##### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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Fourth grade ELA proficiency had the greatest gap when compared to the state average. The greatest contributing factor was the large number of ESE and ESOL students that entered the grade level below proficiency.

##### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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Students with excessive absences is a great concern for our school because of the learning loss that

occurs when students are not present each day.

### **Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our first priority is to improve ELA scores schoolwide. Our second priority is to improve student attendance. Our third priority is to improve Science instruction schoolwide. Our fourth priority is to ensure that high standards in Mathematics are maintained and improved upon, as needed. Our fifth priority is to promote student enrollment.



## **B. Area(s) of Focus (Instructional Practices)**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### **Area of Focus #1**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 42% of students in grades 3-5 were proficient in ELA, as compared to the previous year of 40%. The identified factors that contributed to this minimal growth include high numbers of Level 1 and 2 ESOL students, student readiness levels which limited their ability to master grade level content, and instructional delivery methods in need of improvement.

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

Standards-Based Collaborative Planning

#### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

Standards-Based Instructional Planning

#### **Grades K-2: Measurable Outcome(s)**

With the implementation of Standards-Based Collaborative Planning with a focus on setting high expectations and improving instructional delivery, students in grades K-2 will increase 20 percentage points when comparing the results of the 2024 PM1 assessment with the 2025 PM3 assessment.

#### **Grades 3-5: Measurable Outcome(s)**

With the implementation of Standards-Based Collaborative Planning with a focus on setting high expectations and improving instructional delivery, an additional 8% (for a total of 50%) of students in grades 3-5 will score at grade level or above in the area of ELA on the 2025 FAST PM3.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

School administrators will participate in Standards-Based Collaborative Planning sessions along with Instructional Coaches. They will also conduct walkthroughs to ensure that effective instructional

practices are implemented with fidelity on a weekly basis.

**Person responsible for monitoring outcome**

Claudine Winsor - Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**Rationale:**

Standards-Based Collaborative Planning was selected to ensure the delivery of quality, rigorous instruction that meets students' needs and sets high expectations for all learners.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Scheduling

**Person Monitoring:**

Claudine Winsor - Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school leadership team will work collaboratively to develop a master schedule that reflects collaborative planning for all grades.

**Action Step #2**

Collaborative Planning Protocols - ELA Teachers

**Person Monitoring:**

Claudine Winsor - Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Collaborative planning protocols and expectations will be shared with ELA teachers during the opening of schools professional development meeting. The leadership team will monitor the impact by ensuring that teachers come prepared to their sessions each week.

**Action Step #3**

Standards-Based Collaborative Planning Implementation

**Person Monitoring:**

Claudine Winsor - Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implementation of Standards-Based Collaborative planning will begin in accordance with the master schedule. Teacher attendance will be monitored by the administrative team.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2024 Statewide Science Assessment data, 41% of students in grade 5 were proficient in Science, as compared to the previous year of 47%. The identified factors that contributed to this decline include high numbers of Level 1 and 2 ESOL students, student readiness levels which limited their abilities to master grade level content, and instructional delivery methods in need of improvement.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of Effective Questioning and Response Techniques, an additional 9% (for a total of 50%) of students in grade 5 will score at grade level or above in the area of Science on the 2025 Statewide Science Assessment.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

School administrators and Instructional Coaches will attend planning sessions to ensure that effective questioning and response techniques are developed for Science instruction. They will also conduct walkthroughs to ensure that effective instructional practices are implemented with fidelity on a weekly

basis.

**Person responsible for monitoring outcome**

Claudine Winsor - Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Effective Questioning and Response Techniques are an important part of classroom instruction, which is used to develop higher-order thinking skills, promote critical thinking, and/or gauge students' understanding of concepts (formative assessment).

**Rationale:**

Effective Questioning and Response Techniques was selected to ensure the delivery of high quality, rigorous questioning techniques in Science, and allows students to further develop higher-order thinking skills and critical thinking strategies in their responses.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Leadership Meeting

**Person Monitoring:**

Claudine Winsor - Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The School Leadership Team will meet to review the practices and strategies that will be implemented during Science instruction across all grades. The team will also ensure that master schedule reflects collaborative planning for grade level members teaching Science.

**Action Step #2**

Collaborative Planning Protocols - Science Teachers

**Person Monitoring:**

Claudine Winsor - Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Goals for instructional practices focused on questioning and response techniques will be shared with Science teachers during the opening of schools professional development meeting. The leadership

team will monitor the impact by ensuring that teachers come prepared to their sessions each week and utilize the questioning and response techniques with fidelity.

### **Action Step #3**

Science Instruction Implementation

#### **Person Monitoring:**

Claudine Winsor - Principal

#### **By When/Frequency:**

September 27, 2024

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implementation of effective questioning and response techniques in Science will begin in accordance with the master schedule. The administrative team will monitor the implementation through classroom walkthroughs.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

#### **Instructional Practice specifically relating to Math**

##### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the 2024 FAST PM3 data, 59% of students in grades 3-5 were proficient in Mathematics, as compared to the previous year's percentage of 54%. Despite the slight increase in percentage points, there is a need to continue to focus on increasing student achievement in Mathematics. Some challenges include high numbers of Level 1 and 2 ESOL students and student readiness levels which limit their abilities to master grade level content. As a result, we will focus on improving Differentiated Instruction practices in Mathematics to ensure that students receive data-driven support to meet their needs.

##### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of Differentiated Instruction in Mathematics, students in Kindergarten through 5th grade will increase at least 11 percentage points when comparing the results of the 2024 FAST PM3 and the 2025 FAST PM3 Assessments.

##### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The administrative team will conduct classroom walkthroughs to ensure fidelity to Differentiated Instruction in Mathematics and will also monitor student data to ensure academic progress.

**Person responsible for monitoring outcome**

Claudine Winsor - Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

Differentiated Instruction in Mathematics was selected to ensure that students receive data-driven support to remediate deficiencies and enhance their understanding and skills in Mathematics.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Differentiated Instruction (D.I.) Protocols and Support

**Person Monitoring:**

Claudine Winsor - Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The School Leadership Team will meet with Mathematics teachers in grades K-5 to present an overview of the expectations of implementing Differentiated Instruction in Mathematics throughout the course of the school year. Additionally, teachers will receive support on how to access student data to make informed decisions when planning D.I. lessons.

**Action Step #2**

Collaborative Planning Implementation - Mathematics

**Person Monitoring:**

Claudine Winsor - Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Collaborative Planning sessions in Mathematics will begin at the beginning of the school year.

Teachers will pull student data and use it to plan individualized, targeted D.I. lessons to meet the needs of their students. The administrative team will conduct walkthroughs to ensure that D.I. lessons are implemented.

### **Action Step #3**

Student Progress Monitoring

#### **Person Monitoring:**

Claudine Winsor - Principal

#### **By When/Frequency:**

September 27, 2024

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The School Leadership Team will monitor student progress to ensure that students are progressing as evidenced by Mathematics Assessments. Additionally, teachers and students will also monitor progress, set goals, and make adjustments, as needed.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Student Attendance

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to schoolwide data from the 2023-2024 school year, 46% of students in grades K-5 had more than 10 absences as compared to 40% of students with more than 10 absences from the previous year. The factors that contributed to this increase include the observed lack of prioritization of school attendance by some parents within our school boundary. As a result, we will implement Attendance Initiatives to increase student attendance at our school.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of Attendance Initiatives, the percent of students in Kindergarten through 5th grade with more than 10 absences will decrease by 10 percentage points when comparing this year's attendance data with the previous year's data.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The Attendance Review Committee (ARC) will work collaboratively with teachers to monitor student attendance on a regular basis. The teachers will also follow the 2024-2025 Attendance Action Plan to

ensure implementation with fidelity.

**Person responsible for monitoring outcome**

Claudine Winsor - Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, frequent communication with parents, home visits, counseling and referrals to outside agencies, as needed. Additionally, incentives for students will be provided for motivational purposes.

**Rationale:**

The implementation of Attendance Initiatives was selected due to the fact that the percentage of students with more than 10 absences increased from the previous year. If student attendance improves, it will significantly impact academic achievement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Attendance Review Committee (ARC) Members

**Person Monitoring:**

Claudine Winsor - Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Principal and the Attendance Review Committee Chairperson will meet to select the members of the Attendance Review Committee for the 2024-2025 school year.

**Action Step #2**

Schoolwide Attendance Plan

**Person Monitoring:**

Claudine Winsor - Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will receive the 2024-2025 Schoolwide Attendance Plan at the beginning of the school year.

**Action Step #3**

Attendance Review Committee Meeting

**Person Monitoring:**

Lissette Garcia - Assistant Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action**



**step:**

The ARC will meet to discuss roles and responsibilities of the ARC members and incentives to motivate students to come to school each day.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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The School Improvement Plan is shared with stakeholders at faculty meetings and EESAC meetings. It is also shared at the Title I Annual Parent Meeting. Stakeholders have a voice in the development and implementation of the School Improvement Plan as well as providing input to how funds will be spent to support the initiative outlines in the School Improvement Plan.

The school's webpage where the SIP is made publicly available: <https://jameshbrightelementary.net>

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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The school aims to cultivate positive relationships with parents, families, and community stakeholders through monthly EESAC meetings, Parent Academy sessions, and the Community Involvement Specialist (CIS) acting as a liaison between the school and the community. To further enhance these connections and encourage family engagement, activities such as a family science night and an informative testing meeting for parents will also be organized.

The school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available: <https://jameshbrightelementary.net>

#### Plans to Strengthen the Academic Program

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Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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The school plans to strengthen the academic program of the school through Standards-based Collaborative planning in ELA, utilizing effective questioning and response techniques in Science, and the implementation Differentiated Instruction to meet the needs of learners in Mathematics. Teachers will adhere to their classroom schedules and through Collaborative Planning, implement best practices and maintain fidelity to District pacing guides to ensure that the amount and quality of learning time provided to students is enriched and maximized.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Our school improvement plan is developed in coordination and integration with Title 1 funding, which will be used in addition to our regular state and local funding, to improve the educational program for all students in our school.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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The school is supported by a mental health coordinator from the MDCPS Department of Mental Health Services on a weekly basis. Additionally, we have a full-time school counselor that provides support and resources through student services. Students and families in need of additional mental health services can be referred to the District for wrap-around services provided by outside agencies, as needed.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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Students participate in Career Day presentations provided by guest speakers to receive exposure to a variety of professions through presentations, hands-on activities, and discussions led by professionals from diverse fields.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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The school develops and enforces a comprehensive, tiered behavior plan that aligns with the District's Code of Student Conduct. This plan is communicated to all stakeholders, including faculty, staff, students, and parents, during the opening of school meetings. This plan includes desired model behaviors related to core values and corrective strategies. Additionally, an At-Risk Student Report is reviewed and monitored by the school's administrative team and school counselor to ensure that necessary interventions are implemented for student success.

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

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and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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The school's Professional Learning Support Team (PLST) conducts a needs assessment and uses the results to plan the Professional Learning opportunities that will be provided to staff members throughout the course of the school year to improve instruction. Additionally, teachers and administrators will participate in professional learning sessions that will facilitate data analysis following the administration of academic assessments. Student data will then be utilized to make any necessary adjustments to interventions and ensure that classroom instruction is data-driven.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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The school organizes visits for students from nearby preschool programs to help ease their transition into the new school. During these visits, students engage in activities and spend part of the day in Kindergarten classrooms. Additionally, the school holds informative meetings for parents to support their children's transition into Kindergarten. For parents of children with IEPs, separate meetings are held to ensure their needs are addressed when they start school.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00