Miami-Dade County Public Schools

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

2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

cwinsor@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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

edfernandez@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

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

lmgarcia@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

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

340149@dadeschools.net

Position Title
Reading Coach

Job Duties and Responsibilities

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
Matthew Del Castro

delcastro@dadeschools.net

Position Title
ESOL Chairperson/ Math and Science Liaison

Job Duties and Responsibilities

Mr. Matthew Del Castro (ESOL Chairperson) oversees the implementation of the ESOL program and ensures compliance with State and District guidelines. In addition, Mr. Del Castro serves as the Mathematics and Science Liaison. He 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. He 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

ccolella@dadeschools.net

Position Title
Schools Counselor

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: C** **2021-22: A** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	68	71	75	98	84	90				486
Absent 10% or more school days		14	9	7	10	8				48
One or more suspensions	0	0	0	0	1	0				1
Course failure in English Language Arts (ELA)		1	5	7	8	8				29
Course failure in Math		1	3	5	9	16				34
Level 1 on statewide ELA assessment				24	34	26				84
Level 1 on statewide Math assessment				15	21	13				49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	22	23	35	47	40				183
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	27	10	12	14					70

Current Year 2025-26

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	6	18	13	32	40	34				143

Current Year 2025-26

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		2		5		1				8
Students retained two or more times				1						1

Prior Year (2024-25) 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		14	9	7	7	8				45
One or more suspensions					1					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

Prior Year (2024-25) 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		18	16	27	27	44				132

Prior Year (2024-25) 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				9		1				10
Students retained two or more times				1						1

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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	44	65	59	43	63	57	42	60	53
Grade 3 ELA Achievement	40	65	59	46	63	58	25	60	53
ELA Learning Gains	60	65	60	57	64	60			
ELA Lowest 25th Percentile	74	62	56	78	62	57			
Math Achievement*	62	72	64	59	69	62	57	66	59
Math Learning Gains	65	66	63	70	65	62			
Math Lowest 25th Percentile	55	59	51	75	58	52			
Science Achievement	47	63	58	41	61	57	48	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	51	66	63	68	64	61	44	63	59

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	498
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	60%	46%	66%	37%		58%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	41%	No		
English Language Learners	54%	No		
Hispanic Students	55%	No		
Economically Disadvantaged Students	55%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%	40%	60%	74%	62%	65%	55%	47%					51%
Students With Disabilities	36%	6%	55%		45%	57%	60%	43%					26%
English Language Learners	39%	40%	58%	74%	65%	67%	59%	35%					51%
Hispanic Students	45%	40%	59%	73%	64%	64%	56%	46%					52%
Economically Disadvantaged Students	44%	40%	59%	78%	61%	63%	60%	44%					48%

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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	33%	60%	-27%	57%	-24%
ELA	4	20%	59%	-39%	56%	-36%
ELA	5	33%	60%	-27%	56%	-23%
Math	3	45%	69%	-24%	63%	-18%
Math	4	47%	68%	-21%	62%	-15%
Math	5	53%	62%	-9%	57%	-4%
Science	5	35%	56%	-21%	55%	-20%

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?

The data revealed the greatest improvement in the academic performance of third-grade students in English Language Arts (ELA) and Mathematics. This growth can be attributed to the implementation of targeted, consistent interventions during the school day, as well as extended learning opportunities provided beyond regular instructional hours.

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 36%. This was a 1 percentage point decrease from the 2024-25 school year. The overall proficiency in ELA was 44%. 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.

Students in grades 3–5 within the lowest LG25% demonstrated the most significant decline in performance in Mathematics from 75% to 55%. Fourth-grade students entered with only 54% proficiency, and the cohort included a substantial number of students receiving special education services and those who had performed poorly in third grade. These factors presented considerable instructional challenges throughout the year.

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.

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.

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 increase the proficiency in Mathematics to increase proficiency . Our third priority is to improve Science instruction schoolwide to increase student achievement. Our fourth priority is to improve student attendance. Our fifth priority is to promote and increase 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 Math

Area of Focus Description and Rationale

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 the 2024-2025 FAST PM3 Assessment results, 60% of students in grades 3-5 were proficient in Mathematics, as compared to the previous year's percentage of 59%. Despite the slight increase in percentage points, there is a need to continue to focus on increasing student achievement in Mathematics. Challenges such as students unable to participate in extended learning opportunities, language barriers, and low readiness levels affecting 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

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 3 percentage points when comparing the results of the 2025 FAST PM3 and the 2026 FAST PM3 Assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will conduct classroom walkthroughs to ensure fidelity to Differentiated Instruction in Mathematics and will also conduct data chats with teachers for ongoing progress monitoring to ensure an academic increase is achieved. In addition, collaborative planning sessions will be conducted to ensure effective teaching strategies in mathematics are implemented.

Person responsible for monitoring outcome

Claudine Winsor - Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Differentiated Instruction #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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Administrative 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 continue to receive support on how to access student data on a regular basis to make informed decisions when planning D.I. lessons for their class.

Action Step #2
Collaborative Planning Implementation - Mathematics

Person Monitoring:
Claudine Winsor - Principal

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaborative Planning sessions in Mathematics will start at the beginning of the school year. Teachers will pull their own student data and devise a plan which includes individualized, targeted D.I. lessons to meet the needs of all of their students. The administrative team will conduct walkthroughs to ensure that D.I. lessons from the planning sessions are implemented.

Action Step #3
Student Progress Monitoring

Person Monitoring:
Claudine Winsor - Principal

By When/Frequency:
September 26, 2025

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

Area of Focus #2

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

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 the 2025 FAST PM3 data, 44% of students in grades 3-5 were proficient in ELA, as compared to the previous year of 43%. The identified factors that contributed to this minimal growth include high numbers of Level 1 and 2 ESOL students, low student readiness levels which affect their ability to achieve mastery of 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 Collaborative 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 2025 PM1 assessment with the 2026 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

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The School Administrative Team and Instructional Reading Coach will participate in Standards-Based Collaborative Planning sessions with ELA teachers. The School administrative team and Instructional Reading Coach will also conduct walkthroughs to ensure that effective instructional practices are implemented with fidelity on a weekly basis, and support is provided as needed.

Person responsible for monitoring outcome
Claudine Winsor - Principal.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Scheduling

Person Monitoring:
Claudine Winsor - Principal.

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will work collaboratively to develop a master schedule that reflects common

collaborative planning for all grades K-5.

Action Step #2
New Collaborative Planning Protocols - ELA Teachers.

Person Monitoring:
Claudine Winsor - Principal

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
New collaborative planning protocols and expectations will be shared with ELA teachers during the opening of schools professional development meeting. The School Administrative Team and Instructional Reading Coach will monitor collaborative sessions by ensuring that teachers come prepared to their sessions and continuously address the instructional focus to increase student achievement of all learners.

Action Step #3
Standards-Based Collaborative Planning Implementation

Person Monitoring:
Claudine Winsor - Principal

By When/Frequency:
September 26, 2025

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 school administrative team.

Area of Focus #3

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

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 the 2025 Statewide Science Assessment data, 47% of students in grade 5 were proficient in Science, as compared to the previous year of 41%. Although there was an increase in proficiency, there still a need for growth. Identified factors that contribute to the need to continue to increase performance include high numbers of Level 1 and 2 ESOL students, student readiness levels which can limited their abilities to master grade level content, and instructional delivery methods in need of improvement.

Measurable Outcome

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 Effective Questioning and Response Techniques, an additional 3% (for a

total of 50%) of students in grade 5 will score at grade level or above in the area of Science on the 2026 Statewide Science Assessment. This includes the FAA students as well as students taking the FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

School administrators and Instructional Coaches will conduct walkthroughs to ensure that effective instructional practices are implemented with fidelity specially during Science Lab Instruction. Instructional Coaches will attend planning sessions to ensure that effective questioning and response techniques are developed for Science Instruction as an additional support.

Person responsible for monitoring outcome

Claudine Winsor - Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 whether students understand what is being taught (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Leadership Meeting

Person Monitoring:

Claudine Winsor - Principal

By When/Frequency:

September 26 ,2025

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

The School Leadership Team will meet on regular basis 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. In addition, walkthroughs during Science Labs will be conducted and Science notebooks will be monitor regularly to ensure fidelity in science best practices.

Action Step #2
Collaborative Planning Protocols - Science Teachers

Person Monitoring:
Claudine Winsor - Principal

By When/Frequency:
September 26,2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional goals centered on effective questioning and response techniques will be communicated to Science teachers during the opening-of-school professional development session. The leadership team will monitor implementation by ensuring teachers are consistently prepared for weekly sessions and apply these strategies with fidelity in their instructional practices.

Action Step #3
Science Instruction Implementation

Person Monitoring:
Claudine Winsor - Principal

By When/Frequency:
September 26,2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation of effective questioning and response techniques in Science instruction will begin in alignment with the master schedule and Science pacing guides. The administrative team will oversee the process through regular classroom walkthroughs to ensure consistent and impactful application.

IV. Positive Learning 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 2024-2025 school year, 47% of students in grades K-5 had more than 10 absences as compared to 46% 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 5 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 2025-2026 Attendance Action Plan to ensure implementation with fidelity.

Person responsible for monitoring outcome

Claudine Winsor - Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Review Committee (ARC) Members

Person Monitoring: **By When/Frequency:**

Claudine Winsor - Principal September 26, 2025

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 2025-2026 school year.

Action Step #2
Schoolwide Attendance Plan

Person Monitoring: **By When/Frequency:**
Claudine Winsor - Principal September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will receive the 2025-2026 Schoolwide Attendance Plan at the beginning of the school year, and share information with parents at Open House.

Action Step #3
Attendance Review Committee Meeting

Person Monitoring: **By When/Frequency:**
Claudine Winsor September 26, 2025

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 innovative 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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 proving 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school plans to strengthen the academic program of the school through Standards-based Collaborative planning in ELA, and Mathematics, utilizing effective questioning and response techniques in Science, and the implementation of Differentiated Instruction to meet the needs of learners in ELA and 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Students engage in Career Day presentations led by guest speakers, providing them with exposure to a wide range of professions through interactive presentations, hands-on activities, and meaningful discussions facilitated by professionals from diverse industries.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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 and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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 ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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