

School Name and Number : 0481 - James H. Bright Elementary School

2621 - James W. Johnson Elementary School

AMENDED

School Performance Excellence Plan

Principal: Joann G. Molina

Telephone #: (305) 885-1683

High School Feeder Pattern: 7111 - Hialeah Senior

Region: Region I

Board District #: 5 - Mr. Frank J. Bolaños

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 0481 - James H. Bright Elementary School

2002 School Performance Grade: B

Vision/Mission/Belief Statement(s):

VISION: James H. Bright and J. W. Johnson Elementary Schools will embrace all children through their initial journey of formal education. Our students will be able to acquire the fluency of two languages, the operational skills of advanced mathematics, the use of technology, and the formulation of scientific theory. These curriculum studies will be applied to real life applications.

James H. Bright and J. W. Johnson Elementary Schools will produce learners who are high achievers and critical thinkers. They will enhance their community by living productive lives and becoming active stakeholders.

MISSION: James H. Bright and J. W. Johnson Elementary Schools will meet the Florida State Educational Goals and the Miami-Dade County Strategic Goals, utilizing the Sterling Criteria to reach our maximum potential. It is our mission to improve student achievement emphasizing reading, writing skills, mathematics, and science.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

James H. Bright Elementary School

At James H. Bright and J. W. Johnson Elementary Schools, the present grade configuration consists of Pre-Kindergarten through Grade 5 which reflects an enrollment of 1,056 students as of May 20, 2002. The ethnic breakdown at James H. Bright and J. W. Johnson is as follows: 66 Blacks, 977 Hispanics, 1 Multi-racial and 12 Whites.

The majority of our students come from low income homes. During the 2000-2001 school year, 91.4% of the students at James H. Bright Elementary School received free or reduced lunch. At J. W. Johnson Elementary, 91.8% of the students received free or reduced lunch. This data comes from the 2000-2001 District and School Profiles.

Both schools are located in West Hialeah. The neighborhood is surrounded by single family/low income homes, apartment complexes and factories. Many students new to the country and the area move into this neighborhood briefly, before moving on to other sections of the county or state, as evidenced by our mobility index of 37 at James H. Bright and 32 at J. W. Johnson Elementary Schools.

After analyzing and evaluating all available data, the staff at James H. Bright and J. W. Johnson Elementary Schools, along with our Educational Excellence School Advisory Council (EESAC) members have identified the following objectives as school-wide priorities for the 2002-2003 school year.

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 54 percent of students reaching the state required mastery level, 62 percent making annual learning gains, and 72 percent scoring in the lowest 25 percent making annual learning gains as documented by scores of the 2003 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will increase their Writing skills as evidenced by 73 percent of students reaching the state required mastery level as documented by scores of the 2003 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students will increase their Mathematics skills as evidenced by 60 percent of students reaching the state required mastery level and 75 percent making annual learning gains as documented by scores of the 2003 FCAT Mathematics Test.

We believe that our mission is to embrace all children through their initial journey of formal education. We will equip our parents and community stakeholders with the necessary skills in order to assist us in educating all students. Our students will be able to acquire the fluency of two languages, the operational skills of advanced mathematics, the expertise of our technological environment and the formulation of scientific theory. These curriculum studies will be applied to real life applications.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

James H. Bright and J. W. Johnson Elementary Schools provide basic educational services based on the Sunshine State Standards, Competency-Based Curriculum, Comprehensive Reading Plan, Mathematics & Science Literacy: Bridges to Careers, and the Grade Level Expectations to students in grades Pre-K through grade five. Instruction is provided in traditional classroom settings and is enhanced through the Co-Teaching Model in grades first through third and Creating Independence through Student-Owned Strategies (CRISS).

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

James H. Bright and J. W. Johnson Elementary Schools will embrace all children through their initial journey of formal education. Our students will be able to acquire the fluency of two languages, the operational skills of advanced mathematics, the use of technology, and the formulation of scientific theory. These curriculum studies will be applied to real life application.

James H. Bright and J. W. Johnson Elementary Schools will meet the Florida State Educational Goals and the Miami-Dade County Strategic Goals, utilizing the Sterling Criteria to reach our maximum potential. It is our mission to improve student achievement emphasizing reading, writing skills, mathematics, and science.

James H. Bright and J. W. Johnson Elementary Schools will produce learners who are high achievers and critical thinkers. They will enhance their community by living productive lives and becoming active stakeholders.

1.3 Human Resources

This item describes the people who carry out the work of the school.

This school employs a total of 112 full-time staff members and 20 part-time members. Of this group there are: 3 administrators, 71 classroom teachers, 5 exceptional student education teachers, 2 guidance counselors, a Micro-Technician, 1 Pool Substitute, 12 full-time and 5 part-time paraprofessionals, 5 clerical employees and 2 on special assignment, 2 full-time and 16 part-time cafeteria workers, and 6 full-time and 1 part-time custodians. Thirteen (13 %) percent of our teachers are new to this school, with the average length of time teaching in Florida being 12 years. Thirty-one staff members have advanced degrees.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

James H. Bright Elementary School is located on 8.26 acres in Hialeah at 2530 W. 10th Avenue. The original building in 1959 consisted of a three wing structural composite, containing five classrooms per wing. In 1961, a two-story open classroom (pod) building was added to this campus. It has 420 student stations. In addition, there are two portables and a freestanding media center. This 43 year old school has been retro-wired to provide Internet access for educational use. The newly built media center houses a state-of-the-art closed circuit television system and Internet access via 18 computer stations. The school has recently purchased new equipment to support both the media center and the physical education program.

J. W. Johnson Elementary is located on 6.17 acres in Hialeah at 735 West 23rd Street. This school is made up of one building with eight classrooms. It also contains an office and an air-conditioned cafeteria.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

The school adheres to a policy of nondiscrimination in educational program/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided reemployment rights in accordance with P. L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with OSHA and Environmental requirements.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board rules.

Hostile treatment or violence against a student, teacher, or other employees because of his/her gender, race, color, religion, ethnic or natural origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

James H. Bright Elementary presently serves 864 students from the surrounding neighborhood with 8.2 % Exceptional Student Education (ESE) students, 46.5% English for Speakers of Other Languages (ESOL) students, and 92.4% economically disadvantaged students. The ethnic/racial makeup of the student population is 92% Hispanic, 7 % Blacks, and 1%White. The mobility index of the school is 37.

J. W. Johnson Elementary School presently serves 192 students from the surrounding neighborhood with 12.5% being Exceptional Student Education (ESE) students, 88.5% English for Speakers of Other Languages (ESOL) students, 92.7% economically disadvantaged students. The ethnic/racial makeup of the student population is 93.2% Hispanic, 4.7% Black and 2.1% White. The mobility rate of the school is 32.

Due to the predominantly low socioeconomic status found within the area surrounding the school, the students require the necessary assistance to assure them the fundamental means, which will allow them to become active participants in the community. The school counselor and the therapist are instrumental in identifying the neediest families and providing both direct assistance and references to appropriate Social Service agencies. It is the responsibility of the members of the Child Study Team, especially the counselor, to monitor students who require extensive redirection of unproductive behaviors. The school has an on-site Full Service Center, staffed with physicians who provide medical assistance to students and their families and psychiatrists, psychologists, case managers, social workers and therapists who provide individual, group and family therapy. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through the following tutorial programs: America Reads, a primary tutorial program where students from local colleges and universities are recruited to serve as tutors on a one-to-one basis for 30 minute periods, and the Intensive Care Unit (ICU), another tutorial program utilizing volunteers, paraprofessionals and teachers to provide instruction on a 1:3 teacher pupil ratio for thirty to forty-five minutes.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

James H. Bright and J. W. Johnson Elementary Schools have always taken careful consideration of the community's needs when establishing new programs to facilitate its continuing changing population. The YMCA provides after school care for families with school age children who attend the school. Our Florida First Start Program provides parenting classes for parents of children age birth to age 3. Our on-site Full Service Center also offers parenting classes to help parents successfully fulfill their parenting responsibilities.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The Union and the School Board negotiated the benefits package that is essential to the employees of James H. Bright and J. W. Johnson Elementary Schools. This package includes a comprehensive health component, as well as standard insurance and other selected benefits.

The faculty and staff at James H. Bright and J. W. Johnson Elementary Schools have the opportunity of attending professional development programs that are

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

provided by the district, state, and school.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

James H. Bright Elementary School enjoys a relationship with local colleges through the America Reads program. America Reads is a partnership and is sponsored by Miami-Dade Community College and Florida International University. Students from these schools provide tutoring and mentoring for Bright's At-Risk pupils in first grade.

J. H. Bright and J. W. Johnson are pleased to have a partnership with Telemundo (T.V. 51) who provides funds and resources to enhance student learning. The YMCA provides low cost childcare in the After-Care Program. The school provides the Boys Scouts and Girl Scouts support for their initial recruitment drives. The Full Service Center provides on-going social and health services for the families of the community.

Almost all students leaving James H. Bright Elementary will attend Henry Filer Middle School. The staff from J. H. Bright articulates closely with Filer to ensure that students entering sixth grade are equipped with the necessary skills they need to be successful in middle school.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Student membership at James H. Bright and J. W. Johnson Elementary Schools has decreased over the past years. When the State of Florida began grading its public schools four years ago, the Florida Department of Education initially graded James H. Bright as an "F" school. The school has maintained a "D" status for the last two years. Although we are a "D" school, we have passed the Writing and Math portions of the Florida Comprehensive Assessment Test (FCAT). In 1998-1999, only thirty-five (35%) percent of the standard curriculum students in grade 4 scored at Achievement Level 2 and above. During the 2000-2001 school year, fifty-one (51%) percent scored at Achievement Level 2. Thus indicating that our students have shown marked improvement in their reading ability considering that English is not their first language.

3.2 Competitors

This item explores the alternate schools available to students.

Several private schools and one charter school are in close proximity to James H. Bright and J. W. Johnson Elementary Schools. These schools are: Champagnat Catholic School, Bethel Baptist Christian School, Edison Private School, Mater Center School, and the Lincoln Marti School. These schools draw students from our location. The Florida Department of Education graded Meadowlane, Flamingo and Mae Walters, the surrounding public elementary schools with a "C" or above, giving the students an alternative choice to attending James H. Bright.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

James H. Bright and J. W. Johnson Elementary Schools enjoy a collaborative system of leadership that includes representatives from all stakeholder groups through our Educational Excellence School Advisory Council (EESAC). This council is the primary decision making group. Leaders in the school provide technical support, and professional/personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given opportunity to succeed.

Offering support to the parents and students of James H. Bright and J. W. Johnson Elementary Schools is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. Parents are in need of basic literacy skills, parenting skills, and access to social services and governmental resources. In order to provide for these needs, James H. Bright and J. W. Johnson have instituted a Full Service Center, Florida First Start Program and parent workshops. For students we provide ESOL, Teaching Enrichment Activities to Minorities (TEAM), Extended Foreign Language Program, Comet Lab, Academic Excellence Program (AEP), Gifted Center, ESE, and the Extended Day Program. All of these activities include services

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

for students and parents.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Enrollment at James H. Bright and J. W. Johnson Elementary Schools has declined over the past year due to an increase in the number and different types of competing schools in the community. In addition, the parents move to other areas for better jobs or cheaper housing.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

James H. Bright and J. W. Johnson Elementary Schools have identified several issues concerning challenges in learning. Among these are a high mobility rate and frequent absences from school. Many parents do not encourage or motivate their children to spend time outside of the classroom studying the skills already taught. Due to their limited education and lack of English, they are unable to provide support to their children. Home visits frequently indicate a lack of students' access to basic literacy materials and computers. It also indicates that a large percentage of our families are dependent upon governmental assistance to provide for the needs of our students.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

James H. Bright and J. W. Johnson Elementary Schools have identified collaboration in long range planning as a concern. We need to create grade level long range plans and coordinate between grade levels. Even though we see student growth in reading, writing and mathematics, the faculty needs motivational support.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

James H. Bright and J. W. Johnson Elementary Schools have identified the influx of immigrant students as a challenge to learning. In addition, many of our primary students enter school deficient in readiness skills.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

James H. Bright Elementary School has identified the need to meet the state's minimum criteria on the FCAT Reading test in all three indicators as an area for improvement. Preliminary scores on the FCAT 2002 Reading Test for all curriculum groups indicate that 55% of our 3rd grade students, 65% of our 4th grade students and 73% of our 5th grade students are scoring at Achievement Levels 1 and 2, the lowest levels of achievement.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

James H. Bright and J. W. Johnson Elementary Schools have identified several issues concerning improvement in education design and support process improvement. Among these are: 1) James H. Bright and J. W. Johnson Elementary school families are highly mobile and the students are frequently absent and/or tardy. 2) Many parents do not encourage or motivate their children to spend time outside of the classroom studying the skills already taught to master and retain competency in the skills.

In order to address item #1 we will implement a schoolwide perfect attendance incentive program. In addressing item #2 If funds are available, we will continue to implement a before or afterschool tutorial program to reinforce the mastery of skills.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

James H. Bright and J. W. Johnson Elementary Schools have identified the issue concerning improvement in the education delivery process. The District will provide staff development in reading to all instructional staff to enhance the reading skills of learners during the two-hour language arts block.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

James H. Bright and J. W. Johnson Elementary Schools have identified the increased influx of immigrant students as a challenge to improving relationships with internal operations and external forces. James H. Bright and J. W. Johnson Elementary Schools have ESOL Self-Contained classes for ESOL level 1 and 2 students. The ESOL program has changed textbooks that are designed to rapidly increase language development. Additionally, ESOL Pull-Out teachers now use the same strategies and materials as the regular classrooms. The majority of teachers are ESOL endorsed.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

James H. Bright Elementary School has identified the need to meet the state's minimum criteria on the FCAT Reading test in all three indicators as an area for improvement. Preliminary scores of all curriculum groups on the FCAT 2002 Reading test indicates that 55% of our 3rd grade students, 65% of our 4th grade students and 73% of our 5th grade students are scoring at Achievement levels 1 and 2, the lowest levels of achievement.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Prekindergarten Early Intervention	Pre-K	Aug. '90
Gifted	1-5	Aug. '91
Florida First Start	Birth-4	Oct. '91
The Montessori Program	Pre-K	Aug. '92
Prekindergarten for Children with Disabilities	Pre-K	Aug. '92
Competency Based Curriculum (CBC)	K-5	Aug. '96
Alternative Education	4-5	Aug. '96
Academic Excellence Program (AEP)	3-4	Sep. '96
Extended Foreign Language Program	K-5	Aug. '97
America Reads	1	Oct. '97
Comprehensive Reading Plan	K-5	Aug. '98
Sunshine State Standards (SSS)	K-5	Aug. '98
Intensive Care Tutorial (ICT)	2-3	Oct. '98
Teaching Enrichment Activities to Minorities (TEAM)	2-3	Oct. '98
Accelerated Reader	1-5	Feb. '99
Book-It Programs	K-5	Aug. '99
Extended Day Model	4-5	Feb. '00
Title I Prekindergarten	Pre-K	Feb. '02

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Gifted	1-5	Aug. '91
Alternative Education	4-5	Aug. '96
Competency Based Curriculum (CBC)	K-5	Aug. '96

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Academic Excellence Program (AEP)	3-4	Sep. '96
Sunshine State Standards (SSS)	K-5	Aug. '98
Teaching Enrichment Activities to Minorities (TEAM)	2-3	Oct. '98
Extended Day Model	4-5	Feb. '00

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Gifted	1-5	Aug. '91
Competency Based Curriculum (CBC)	K-5	Aug. '96
Academic Excellence Program (AEP)	3-4	Sep. '96
Urban Systemic Program (USP)	K-5	Aug. '97
Teaching Enrichment Activities to Minorities (TEAM)	2-3	Oct. '98
Extended Day Model	4-5	Feb. '00
Full Service Schools	K-5	Sep. '00

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Gifted	1-5	Aug. '91
Youth Crime Watch	4-5	Sep. '92
Competency Based Curriculum (CBC)	K-5	Aug. '96
Academic Excellence Program (AEP)	3-4	Sep. '96
Urban Systemic Program (USP)	K-5	Aug. '97
Sunshine State Standards (SSS)	K-5	Aug. '98
Full Service Schools	K-5	Sep. '00

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Comprehensive Reading Plan	49	Aug. 24, '01
Reading Rods (ETA)	8	Sep. 16, '01
Saturday Inservice (Grades 1-3)	3	Oct. 06, '01
Saturday Inservice (Grades 1-3)	3	Dec. 15, '01
Saturday Inservice (Grades 1-3)	3	Feb. 23, '02
Constructive Learning Concepts: CBC Workshops	13	Oct. 04, '01
Constructive Learning Concepts: CBC Workshops	13	Nov. 08, '01
Constructive Learning Concepts: CBC Workshops	13	Nov. 29, '01
Constructive Learning Concepts: CBC Workshops	13	Jan. 25, '02
Constructive Learning Concepts: CBC Workshops	13	Feb. 07, '02
Constructive Learning Concepts: CBC Workshops	13	Mar. 07, '02
Constructive Learning Concepts: CBC Workshops	13	May 01, '02
America Reads	3	Oct. 12, '01
Kinder-Garden Professional Development Workshops	3	Oct. 16, '01
Kinder-Garden Professional Development Workshops	3	Dec. 11, '01
Kinder-Garden Professional Development Workshops	3	Jan. 25, '02
Kinder-Garden Professional Development Workshops	3	Feb. 19, '02
Kinder-Garden Professional Development Workshops	3	Mar. 19, '02
Kinder-Garden Professional Development Workshops	3	May 01, '02
Florida Reading Association Conference	2	Oct. 19, '01
Florida Reading Association Conference	2	Oct. 20, '01
Making the Vocabulary of Reading Everyday Practice	6	Oct. 23, '01
Colleagues Coaching Colleagues	2	Oct. 27, '01
Colleagues Coaching Colleagues	2	Nov. 03, '01
Colleagues Coaching Colleagues	2	Dec. 01, '01
Professional Development for Elementary Teachers	4	Oct. 27, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Professional Development for Elementary Teachers	4	Nov. 03, '01
Professional Development for Elementary Teachers	4	Nov. 01, '01
Making the Vocabulary of Reading Everyday Practice	14	Oct. 30, '01
Reading Item Specifications	17	Nov. 02, '01
CRISS Training	8	Nov. 02, '01
CRISS Training	8	Nov. 14, '01
CRISS Training	8	Nov. 28, '01
Project:BEAR	3	Nov. 08, '01
Project:BEAR	3	Nov. 15, '01
Project:BEAR	3	Nov. 19, '01
FACE (Fostering Achievement for Curriculum Excellence)	21	Nov. 13, '01
Instructional Planning	9	Dec. 04, '01
FCAT Item Analysis	25	Jan. 16, '02
Strategies for FCAT (Dade Reading Council)	9	Jan. 31, '02
Project: BEAR	4	Jan. 08, '02
Project:BEAR	4	Jan. 14, '02
Project:BEAR	4	Jan. 30, '02
Jolly Phonics	14	Feb. 19, '02
Jolly Phonics	14	Feb. 20, '02
Jolly Phonics	14	Apr. 11, '02
Educational Research for Practitioners	1	Apr. 30, '02
Project:BEAR	1	Oct. 22, '01
Project:BEAR	1	Oct. 29, '01
Project:BEAR	1	Nov. 05, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Inspiring Students to Write	9	Sep. 06, '01
Write Time for Kids	1	Oct. 09, '01
Teaching Language Arts in the Elementary School	1	Feb. 26, '02
Becoming a Successful Grant Writer (DOE)	7	Apr. 16, '02
Becoming a Successful Grant Writer (DOE)	7	Apr. 17, '02
Portfolio Assessment	1	May 15, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
University of Miami Project Succeed Math Institute	3	Aug. 13, '01
University of Miami Project Succeed Math Institute	3	Aug. 14, '01
University of Miami Project Succeed Math Institute	3	Aug. 15, '01
University of Miami Project Succeed Math Institute	4	Aug. 16, '01
University of Miami Project Succeed Math Institute	3	Aug. 17, '01
Eisenhower Science and Math	1	Oct. 08, '01
Eisenhower Science and Math	2	Oct. 09, '01
SMILE (Science & Math Integrated with Literacy Experiences)	1	Oct. 17, '01
SMILE (Science & Math Integrated with Literacy Experiences)	1	Oct. 31, '01
SMILE (Science & Math Integrated with Literacy Experiences)	1	Nov. 14, '01
SMILE (Science & Math Integrated with Literacy Experiences))	1	Nov. 28, '01
SMILE (Science & Math Integrated with Literacy Experiences)	1	Dec. 12, '01
Colleagues Coaching Colleagues	2	Oct. 27, '01
Colleagues Coaching Colleagues	2	Nov. 03, '01
Colleagues Coaching Colleagues	2	Dec. 01, '01
Eisenhower New Teacher Math Workshop	2	Nov. 16, '01
Eisenhower New Teacher Math Workshop	2	Dec. 07, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Eisenhower New Teacher Math Workshop	2	Jan. 11, '02
Eisenhower New Teacher Math Workshop	2	Feb. 01, '02
Eisenhower New Teacher Math Workshop	2	Feb. 08, '02
Content & Strategies in Primary Math	1	Feb. 09, '02
Content & Strategies in Primary Math	1	Mar. 23, '02
Content & Strategies in Primary Math	1	Apr. 20, '02
Region I Vertical Articulation Inservice	4	Apr. 16, '02
Region I Vertical Articulation Inservice	4	May 07, '02

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Issues/Strategies in Science	2	Jul. 13, '01
Environmental Science	1	Oct. 24, '01
Issues/Strategies in Science	3	Nov. 03, '01
Issues/Strategies in Science	1	Feb. 02, '02
FCAT Science Workshop	2	Feb. 09, '02
Content & Strategies in Primary Science	1	Mar. 09, '02
FCAT Science Workshop	2	Mar. 09, '02
Professional Workshop Science	2	Mar. 23, '02
FCAT Science Workshop	2	Mar. 23, '02
Content & Strategies in Science	1	Mar. 23, '02
Elementary New Teacher Science	2	Apr. 12, '02
Integrated Lessons for Math & Science	2	Apr. 16, '02
Elementary New Teacher Science	2	Apr. 19, '02
Content & Strategies in Primary Science	1	Apr. 20, '02
Elementary New Teacher Science	2	Apr. 26, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Region I FCAT Science	6	Apr. 27, '02
Elementary New Teacher Science	2	May 03, '02
Region I FCAT Science	6	May 04, '02
Integrated Lessons for Math & Science	2	May 07, '02
Elementary New Teacher Science	2	May 10, '02

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

Selected members of the EESAC has examined and assisted in the preparation of our school's budget. The EESAC has also assisted with class assignments and placement of school personnel. A budget report is presented to the EESAC on a monthly basis.

Training:

Selected members of the EESAC were involved in the writing of our Title I Accountability Project Grant for School Improvement Under Title I. Once again, funds were allocated from this grant to purchase CRISS manuals and to provide substitutes for teachers not previously trained in CRISS strategies to attend the CRISS training workshops.

Instructional Materials:

The EESAC once again purchased instructional materials such as TIME for Kids, Scholastic News and Weekly Readers. We also purchased Math and Science materials to enhance our school's curriculum.

Technology:

The EESAC continues to impact the area of technology by keeping to the forefront our technological status. Technology issues are discussed and addressed at our monthly EESAC meetings. The internet based FCAT Explorer Program was utilized this year in grades 3-5 in the areas of reading and mathematics.

Staffing:

In the area of staffing, the EESAC assisted in the placement of hourly teachers for the Reading and Math Extended Day Program. During the regular school day paraprofessionals were hired to help students in the targeted grades to improve their critical thinking skills. Also, America Read tutors assisted less proficient students to promote a better learning environment for our students.

Student Support Services:

The EESAC established a Student Support Service Committee to monitor the number of students referred to the Child Study Team for evaluation and placement in the Exceptional Education Program. We also receive a report on the number of students placed in TIP (Truancy Intervention Program).

School Safety and Discipline:

In the area of safety and discipline, the EESAC established a Discipline Committee to identify and resolve problems related to discipline. It is our goal to develop a Discipline Plan & School Uniform Policy that will be implemented schoolwide.

Other Matters of Resource Allocation:

The EESAC was very instrumental in initiating the process of establishing a PTA (Parent and Teacher Association) at Bright/Johnson Elementary Schools. It is our hope that this association will increase our resources and parental involvement efforts.

Benchmarking:

The EESAC receives monthly reports from our Reading Leaders and FCAT Specialist which keeps us abreast of the progress our students are making in the areas of reading, writing and mathematics.

School Profile/ Needs Assessment: (continued)

TITLE I ASSESSMENT ISSUES

Parent Involvement

Currently, parents support our school program as elected members of our Educational Excellence School Advisory Council (EESAC) and as elected representatives of our Region I Parent Advisory Council (PAC) and Title I District Advisory Council (DAC). They also support our school program through their attendance and participation at our school-site meetings/workshops including: Annual Title I Parent Meeting in September, Grade Level Parent Meetings in September and October, Annual Open House in October, and "Take Our Parents to School Day" in November.

Reflecting on our current parental involvement level and what the ideal participation would be, it is our goal to organize a PTA before the end of the 2001-2002 school year.

An official letter was sent home to the parents on Wednesday, May 15, 2002 informing them of their options under the Opportunity Scholarship Program.

Family Literacy

Currently, James H. Bright and J. W. Johnson Elementary Schools are addressing family literacy through parenting skills and ESOL classes that are being offered through our Florida First Start Program and our Full Service Center. Our Parent Outreach staff maintains a Parent Library for parents to check-out books, audio and video tapes to share with their children at home. We provide parenting materials in both English and Spanish. Through our Media Services we sponsor a Book Fair semi-annually. During the 2001-2002 school year, we offered parent workshops in reading, writing, mathematics and science. It is our desire to offer parent workshops in technology, as well.

School Climate

With a 75.5% return rate of the 2001-2002 School Climate Survey from parents, James H. Bright Elementary School received an average grade of "B" which is slightly below all elementary schools. With a 92.4% return rate from students, we received an average grade of "B" same grade as all elementary schools. With a 63.8% return rate from the staff, we received an average grade of "C+" which is slightly below all elementary schools. We believe that the low return rate by the staff was due to the change from a hard copy survey to the use of the internet.

With a 62.9% return rate of the 2001-2002 School Climate Survey from parents at J. W. Johnson Elementary School, we received an average grade of "A-" which is above the grade given at all elementary schools. Due to the fact that we have only 2 instructional staff members at J. W. Johnson, we did not receive results in this category.

Health Services

James H. Bright Elementary School officially opened its Full Service Center during the 2000-2001 school year. We provide numerous services to meet the needs of our students and their families. We have developed a partnership with the Department of Children and Families, Healthy Kids and One Stop which provides employment for our parents. We provide referrals for legal services. Our Full Service Center staff assist with Medicaid applications, food stamps, WIC and Florida Kids Care. We receive medical assistance through JMH, One Health, Beacon, HIP, Foundation, Stay Well and Health E. Our psychological and medical team members are provided through the Children Psychiatric Center (CPC), Citrus and Miami Behavioral. We have received a grant to provide medical assistance to families without medical insurance. Transportation will be provided, as well. Presently, we are seeking partnership with Barry University, FIU and St. Thomas University to provide small group tutoring for our students in need of this service.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
B	D	D	F

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	48	59	72	179
% Making Learning Gains	61	74		135
Adequate Progress of Lowest 25% in the school?	71			71
Total School Grade Points	180	133	72	385

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 03

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	145	274	39	16	23	19	3	146	291	31	14	30	18	7
2000-2001	162	262						163	284					

School Data Summary: (compare the last 4 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 04

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	176	254	52	13	23	10	2	176	272	39	23	21	14	3
2000-2001	183	241	66	14	11	8	1	183	243					
1999-2000	181	245	64	10	17	9	0							
1998-1999	183	235	70	15	12	2	0							

Grade Level: 05

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	182	235	56	17	20	5	1	182	305	32	25	20	14	8
2000-2001	178	234						177	306	35	19	22	14	10
1999-2000								191	289	48	20	19	10	3
1998-1999								200	260	61	23	13	5	0

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	176	2.9	8	1	8	4	25	11	17	9	4	0	2
2000-2001	175	3.1	9	0	9	6	20	11	19	9	10	1	0
1999-2000	180	2.8	5	1	13	7	33	19	8	7	0	1	0
1998-1999	184	2.1	15	9	22	16	16	5	7	1	0	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	88	2.9	7	2	10	6	22	7	19	8	6	0	2
2000-2001	90	3.4	12	0	6	4	13	7	24	13	16	1	0
1999-2000	91	2.7	4	0	14	12	34	16	8	4	0	0	0
1998-1999	90	1.8	13	14	26	18	11	3	2	0	0	0	0

Test Prompt: Narrative

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	88	2.8	9	0	6	2	28	15	15	9	2	0	1
2000-2001	85	2.8	6	0	13	8	27	15	13	4	4	1	0
1999-2000	89	2.9	6	1	11	1	33	22	9	9	0	1	0
1998-1999	94	2.3	16	4	19	14	21	7	11	1	0	0	0

School Name: James H. Bright Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	()	()	(x)

Needs Assessment

Results of the 2002 FCAT Reading test indicate that 48 percent of students have met the state required mastery level, 61 percent have made annual learning gains and 71 percent of students scoring in the lowest 25 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 54 percent of students reaching the state required mastery level, 62 percent making annual learning gains, and 72 percent scoring in the lowest 25 percent making annual learning gains as documented by scores of the 2003 FCAT Reading Test

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required mastery level, if 62 percent make annual learning gains, and if 72 percent scoring in the lowest 25 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Reading Test. Pretest and Mid-Year test reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Bavonese, Janet		Wolfsohn, Judith			
Dawkins, Debra R		Mercado, Rosalinda			
Lowery, Johnnie		Turner, Inger			
Rodriguez, Gladys					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide at home-supporting activities reinforcing skills previously taught to students scoring in the lowest 25th percentile on the FCAT Reading Test.	*Classroom Teachers Community Involvement Specialist	Home Learning Activities	Sep. '02	Jun. '03
2 . Develop grade level timelines that include the identification of skills to be taught and instructional materials to ensure all Sunshine State Standards being tested are taught no later than the end of February 2003 in grades 3-5 and no later than June 2003 in grades K-2.	*Grade-Level Chairs Grade-Level Teachers	Reading Pacing Chart	Sep. '02	Jun. '03
3 . Develop and administer grade level monthly assessments based on timeline and use results to identify students' strengths and weaknesses in order to target instruction.	*Grade Level Chairs Grade Level Teachers	Monthly Assessments	Sep. '02	Jun. '03
4 . Monitor Accelerated Reader Program to encourage independent reading of functional literature schoolwide.	Media Specialist	Accelerated Reader Program	Sep. '02	Jun. '03
5 . Initiate specific outreach activities resulting in increased parental attendance at reading workshops and parent meetings.	*Contact Person Community Involvement Specialist	Parent Incentives	Sep. '02	Jun. '03
6 . Expand the use of technological enhancements such as FCAT Explorer.	Resource Teacher	FCAT Explorer Assess2Learn	Sep. '02	Jun. '03
7 . Provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in reading.	*Administration Reading Leaders	Registration forms TEC & University records	Sep. '02	Jun. '03
8 . Administer M-DCPS Comprehensive Reading Plan Reading Assessments in grades K-5 to adjust instructional planning to focus on the benchmarks in which students are deficient.	Reading Leaders *Classroom Teachers	CRP Assessments Benchmarks	Sep. '02	Jun. '03
9 . Provide small group tutoring to students scoring in the lowest 25th percentile on the FCAT Sunshine State Standards Reading Test using the ICU (Intensive Care Unit) approach.	*Classroom teachers Reading Leaders Special Area Teachers	Schedules List of Students Service Log	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: James H. Bright Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	()	()	(x)

Needs Assessment

Results of the 2002 FCAT Writing test indicate that 72 percent of students have met the state required mastery level.

Objective

Given instruction using the Sunshine State Standards, students will increase their Writing skills as evidenced by 73 percent of students reaching the state required mastery level a documented by scores of the 2003 FCAT Writing Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 73 percent of students reach the state required mastery level.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Writing Test. Pretest and Mid-Year reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Dawkins, Debra R		Simon, Martha			
Lowery, Johnnie		Wolfsohn, Judith			
Pina, Grace		Molina, Joann G			
Rodriguez, Gladys					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Administer M-DCPS FCAT Writes Pretest, Mid-Year and Posttest in grades 1-5 to target instruction on specific effective writing elements.	Reading Leaders *Classroom Teachers	District Writing Pre and Postest	Sep. '02	Jun. '03
2 . Develop and administer grade level monthly prompts which reflect narrative and expository writing and use results to make instructional adjustments.	*Grade Level Chairs Grade Level Teachers	Monthly Writing Prompts/Pacing Charts	Sep. '02	Jun. '03
3 . Initiate specific outreach activities resulting in increased parental attendance at writing workshops and parent meetings.	*Contact Person Community Involvement Specialists	Parent Incentives	Sep. '02	Jun. '03
4 . Provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in writing.	*Administration Reading Leaders	Registration forms	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: James H. Bright Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	()	()	(x)

Needs Assessment

Results of the 2002 FCAT Mathematics test indicate that 59 percent of students have met the state required mastery level and that 74 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will increase their Mathematics skills as evidenced by 60 percent of students reaching the state required mastery level and 75 percent making annual learning gains as documented by scores of the 2003 FCAT Mathematics Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 60 percent of students reach the state required mastery level and if 75 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics Test. Pretest and Mid-Year reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Bavonese, Janet		Sanchez, Vicky			
Dawkins, Debra R					
Lowery, Johnnie					
Carvajal, Armando					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Administer M-DCPS FCAT Pre-test in grades 3-5 to identify students' strengths and weaknesses in order to target instruction.	Classroom Teachers	District FCAT Pre-test	Sep. '02	Oct. '02
2 . Develop grade level timelines that include the identification of skills to be taught to ensure that all Sunshine State Standards being tested are taught prior to the end of February 2003 in grades 3-5 and prior to the end of the school year in grades K-2.	*Grade Level Chairs Grade Level Teachers	Math Pacing Chart	Sep. '02	Jun. '03
3 . Develop and administer grade level monthly assessments based on timeline and use results to identify strengths and weaknesses in order to target instruction.	*Grade Level Chairs Grade Level Teachers	Monthly Assessments	Sep. '02	Jun. '03
4 . Initiate specific outreach activities resulting in increased parental attendance at math workshops and parent meetings.	*Contact Person Community Involvement Specialists	Parent Incentives	Sep. '02	Jun. '03
5 . Provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assesment in mathematics.	Administration	Registration forms, TEC & University forms	Sep. '02	Jun. '03
6 . Expand the use of technological enhancements such as FCAT Explorer.	Resource Teacher	FCAT Explorer River Deep Assess2Learn	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION 0481 - 19 JAMES H. BRIGHT ELEMEN

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
FUNCTION 5100 BASIC INSTRUCTION-CONTR P				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5141 SPECIALIST	1	18,638	7,294	25,932
LINE 0003 LOC 0481 PROG 4179 FUNC 5100				
OBJECT 5144 TEACHER	4	187,144	48,488	235,632
LINE 0004 LOC 0481 PROG 4179 FUNC 5100				
OBJECT 5145 PARAPROFESSIONAL	1	18,638	7,294	25,932
LINE 0006 LOC 0481 PROG 4179 FUNC 5100				
OBJECT 5150 HOURLY EMPLOYEE	1,800	14,400	1,800	16,200
LINE 0014 LOC 0481 PROG 4179 FUNC 5100				
SUB-TOTAL SALARIES	1,806	238,820	64,876	303,696
OBJECT 5510 SUPPLIES		4,048		4,048
LINE 0022 LOC 0481 PROG 4179 FUNC 5100				
SUB-TOTAL NON-SALARIES		4,048		4,048
TOTAL FUNCTION - 5100	1,806	242,868	64,876	307,744
FUNCTION 6100 PUPIL PERSONNEL SV-CONTR				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5116 COUNSELOR	1	52,093	13,032	65,125
LINE 0031 LOC 0481 PROG 4179 FUNC 6100				
SUB-TOTAL SALARIES	1	52,093	13,032	65,125
TOTAL FUNCTION - 6100	1	52,093	13,032	65,125
FUNCTION 6150 PARENTAL INVOLVEMENT				
PROGRAM 4179 TITLE I SCHDOLWIDE 9 06/0				
OBJECT 5330 TRAVEL IN COUNTY		1,000		1,000
LINE 0039 LOC 0481 PROG 4179 FUNC 6150				
SUB-TOTAL NON-SALARIES		1,000		1,000
TOTAL FUNCTION - 6150		1,000		1,000
FUNCTION 7800 PUPIL TRANSPORTATION SERV				

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION 0481 - 19 JAMES H. BRIGHT ELEMEN

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0 OBJECT 5332 FIELD TRIPS LINE 0033 LOC 0481 PROG 4179 FUNC 7800	♦	1,700	♦	1,700
SUB-TOTAL NON-SALARIES	♦	1,700	♦	1,700
TOTAL FUNCTION - 7800	♦	1,700	♦	1,700
19 JAMES H. BRIGHT ELEMEN	1,807 ♦	297,661	♦ 77,908	♦ 375,569
TOTAL AVAILABLE REVENUE	♦	375,569	TOTAL BUDGET ♦	375,569 AMOUNT DIFFERENCE