
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0481 - James H. Bright Elementary School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Maritza Garcia

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

James H. Bright Elementary School

James H. Bright/J.W. Johnson Elementary Schools believe we will embrace our students through their initial journey of formal education. With this plan which is analyzed and presented through the EESAC committee, our parents, community, and stakeholders will be empowered to assist the school in educating all students. It has been developed cooperatively and its mission is to meet or surpass all objective requirements of the NCLB during the 2006-07 school year. The schools' goals and expectations for student learning will be clearly defined. James H. Bright Elementary School is located on eight and 28 hundredth acres in Hialeah at 2530 West 10 Avenue. The original building was built in 1959 and consists of a three wing structural composite, containing five classrooms per wing. Constructed in 1961, a two-story open classroom (pod) building was added to this campus. It has 420 student stations. This forty-seven year old school has been retro-fitted to provide internet access for educational use in all classrooms. The media center houses a state-of-the-art closed circuit television system and internet access via eighteen computer stations. A Full-Service Clinic is located on the school grounds. There is also a Voluntary Pre-Kindergarten Program (VPK) on campus. J.W. Johnson Elementary School is located on six and seventeen hundredth 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 a cafeteria. The school offers the Academic Excellence Program (AEP), Extended Foreign Language (EFL), High Scope, Gifted Program, ESE Program, a self-contained autism unit, and the after school Family Literacy Program through our Full Service Clinic. James H. Bright Elementary School serves 755 students and J.W. Johnson Elementary School 140 students from the surrounding neighborhood.

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 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 64% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades three through five will increase their reading skills as evidenced by 51% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 67% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades three through five will increase their mathematics skills as evidenced by 56% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 80% of students scoring at or above Achievement Level 3.5 on the Administration of the 2007 FCAT Writing Plus Assessment.

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 55% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Science Assessment.

Given parental workshops and school-site activities via the Community Involvement Specialists, parent/family/community involvement will increase as evidenced by a five percent increase in the number of times parents/families/community members attend school sponsored activities during the 2006-2007 school year as compared to the previous school year as documented by sign-in logs.

Given the Code of Student conduct and an emphasis on a discipline and safety, the number of students who receive outdoor suspensions during the 2006-2007 school year will decrease as evidenced by a one percent decrease when compared to outdoor suspensions during the 2005-2006 school year.

Given access and hands-on experience with computers, James H. Bright/ J. W. Johnson will increase the number of state-of-the art computers available for students and teachers by five (5) percent as measured by the technology equipment survey at the end of the 2006-07.

Given instruction following the National Standards for Physical Education, students in grades four and five will increase their physical fitness skills as evidenced by the number of students who earn silver or gold awards during the 2006-2007 school year.

Given attention to electives and special area activities, all students will increase their participation in extra curricular activities as evidenced by class rosters and sign-in logs demonstrating participation in sponsored organizations, dance and music recitals, and in the academic excellence program during the 2006-2007 school year.

James H. Bright/J.W. Johnson Elementary School will improve its ranking on the State of Florida ROI Index publication from the twenty-third (23) percentile in 2005 to the twenty-fourth (24) percentile on the next publication of the index.

After analyzing the Organizational Improvement Snapshot Survey, the results indicate that our staff members ranked item 7e the lowest. This stated, "I know how well my organization is doing financially." During the EESAC Meetings, budget issues are addressed. To inform those that are not in attendance, the administration will provide this information during faculty meetings. Item 2a had an average score of 4.0 stated, "As it plans for the future, my organization asks for my ideas." Even though the average response states " frequently " the school will address this item by providing multiple opportunities for teachers to communicate their ideas by participating in committees such as the EESAC and others where they can voice their concerns on school issues. Each grade level is scheduled to meet with the principal to discuss curriculum and other concerns. The school administration believes in teamwork and

collaboration. It will address this issue during Leadership Team Meetings, grade level meetings, and staff surveys throughout the school year to make sure all stakeholders in the school have a voice concerning school operations.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

James H. Bright Elementary School

VISION

James H. Bright/ J.W. Johnson Elementary is a school in which every adult who works with students has the highest expectations for the students and the belief that each and every child can and will realize his or her potential. Staff members will endeavor to make each child feel safe, secure, and special by providing the most nurturing environment possible. The end result will be that at James H. Bright/ J.W. Johnson, EVERYONE SHINES BRIGHT.

MISSION

Our mission at James H. Bright/ J.W. Johnson Elementary School in cooperation with the parents and community, is to prepare our students academically, socially, and emotionally in a positive and safe learning environment. We strive to provide them with the knowledge and necessary skills to think critically and make wise decisions in a multicultural world. Our aim is to empower each and every child to meet the challenges of the 21st Century. James H. Bright/J.W. Johnson Elementary School is privileged to have served our community for forty-seven years, and we are dedicated to continue this service into the new millennium, guiding our students toward academic excellence. This is our commitment to each child entrusted to us.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

James H. Bright and J.W. Johnson Elementary Schools employ a total of 87 full-time staff members and 17 part-time staff members. Twenty-four teachers (28%) hold a Master's degree and two teachers (2%) hold Specialist's degrees. The ethnic/racial make-up of the staff members is 83 percent Hispanic, 15 percent African American, 1 percent white, and 1 percent Asian. The average years of teaching is twelve. Of this group, there are three administrators, 68 classroom teachers, 5 exceptional student education teachers, two reading coaches, one guidance counselor, two Community Involvement Specialists, one computer specialist, one pool substitute, ten full-time and five part-time paraprofessionals, five clerical employees, one full-time and ten part-time cafeteria workers, three part-time cafeteria monitors, four part-time school security personnel, and seven full-time and one part-time custodians. The school offers the Academic Excellence Program (AEP), Extended Foreign Language (EFL), and the after school Family Literacy Program through our Full Service Clinic. Our school is composed of two buildings, one is the Primary Learning Center (J.W. Johnson Elementary) and the other is James H. Bright Elementary. James H. Bright Elementary School serves 755 students from the surrounding neighborhood with eighty-four being Exceptional Student (ESE) students, 67 percent English for Speakers of Other Languages (ESOL), and 89 percent Economically Disadvantaged students. The ethnic/racial make-up of the student population is 94 percent Hispanic, 3 percent African-American and 2 percent White. The mobility index of the school is 34. J.W. Johnson Elementary School presently serves 103 students from the surrounding neighborhood with 20 percent being Exceptional Student Education (ESE), 51 percent English for Speakers of Other Languages (ESOL) students and 92 percent Economically Disadvantaged students. The ethnic/racial make-up of the student population is 94 percent Hispanic and 6 percent African-American. The mobility index of the school is 46.

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 allow them to become active participants in the community. The school counselor and social worker are instrumental in identifying the neediest families and providing both direct assistance and references to appropriate Social Service agencies. The school has an on-site Full Service Clinic, staffed with a social worker that provides individual and family therapy. Additionally, students who are in need of extra assistance with mastering the skills taught in the classroom are served through the following tutorial programs: America Reads, Family Literacy Program, Miami-Dade Refugee Tutorial Program, Extended Day, and the Tutoring Academy for Limited English Proficient students. The school has also received the following awards and grants: Cervantes Outstanding Student Award, Dade Volunteers/Partners Award, Waterford Early Literacy Grant, Reading First Grant, and four National Board Certified Teachers.

There are challenges in learning that face our school community. 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 on governmental assistance to provide for the needs of our students. Many of our primary students enter school deficient in readiness skills. Opportunities for improvement include the following: increasing parental involvement, providing incentives to increase student attendance, and providing tutorial services.

We have earned a school grade of "A" for the first time by the Florida Department of Education. Our teachers collaborate by grade level to ensure effective learning skills. The Full Service Clinic offers parenting classes to help parents successfully fulfill their parenting responsibilities. Twenty-four of our teachers have advanced degrees and the years of experience as an average is twelve. The school provides academic programs such as Gifted, Extended Day, Academic Excellence, and Extended Foreign Language to foster the needs of all the students. Our Dade Partner Telemundo (T.V. 51) is an integral asset to our school and provides resources that enhances student learning. To help us communicate with parents, Telemundo donated our school marquis. The YWCA provides low cost childcare in the After-Care Program and the school supports the Boys and Girls Scouts.

School Foundation

Leadership:

The results indicate that the majority of the staff strongly agree or agree that leadership is effective. The staff frequently agrees as an average (4.0) that the leadership role is ranked highly. James H. Bright and J.W. Johnson Elementary Schools enjoy a collaborative system of leadership that includes representatives from all stakeholder groups through our EESAC and Leadership Team. The EESAC is the primary decision making group. Leaders in the school provide technical support, and professional growth opportunities that stakeholders need in order to make informed decisions.

District Strategic Planning Alignment:

The results indicate that the majority of the staff strongly agree or agree that the District Strategic Planning Alignment is effective. James H. Bright/J.W. Johnson Elementary Schools align our objectives with the District's objectives. Collaboration between the district and school empowers the staff by providing a stronger curriculum that is research-based. We are partners with equal goals and therefore encourage our staff to use all resources provided by the district that will enhance student achievement.

Stakeholder Engagement:

Results indicate that the majority of the staff strongly agree or agree that Stakeholder Engagement is effective. 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. Our website is updated regularly and flyers are distributed in two languages to keep our customers informed. Our Family Literacy Program provides parenting and educational classes for parents in our Full Service Clinic which help our customers successfully fulfill their parenting needs.

Faculty & Staff:

James H. Bright/J.W. Johnson Elementary Schools integrate collaborative grade level and long-range planning with our staff. This supports each member through interaction with their peers and creates strong staff morale. Beginning teachers are assigned mentors. Teachers are given the opportunity to attend professional development workshops. Some items from the survey demonstrate that our staff strongly agrees that collaboration and teamwork is apparent in our school.

Data/Information/Knowledge Management:

Results indicate that the majority of the staff agrees that Data, Information, and Knowledge Management is effective. James H. Bright/J.W. Johnson Elementary Schools identify students in need of assistance, upon reviewing the results of the Sunshine State Standards benchmarks that were not met during the previous administration of FCAT assessments. We use the data to facilitate the students and provide tutorial programs according to their needs. Teachers are also encouraged to attend professional development workshops in academic areas related to their subjects. The staff participates in school-wide surveys as well in order to collaborate and share ideas. Teachers are also provided with the opportunity to be instructional leaders for the tutorial programs. The Leadership Team meets

regularly to discuss data/information that will impact the school curriculum's objectives. This data is then shared with grade-level chairpersons as well as the entire staff in order to identify areas of improvement as well as strengths.

Education Design:

James H. Bright/J.W. Johnson Elementary Schools has identified the minimum state standards of its SSS benchmarks and continues to align our curriculum to be above the minimum standards. We will continue to offer professional development for all our staff members to empower them with the latest and research-based instructional strategies available. We strongly believe in collaboration throughout each grade level as they meet regularly and communicate progress towards meeting our school's objectives. Students who need assistance are targeted and given remediation on their academic weaknesses through tutoring programs and small group instruction. On going feedback from the staff and administration keeps the school's goals in focus in order to continue making necessary adjustments.

Performance Results:

This process has outlined the purpose for our curriculum and school operations where our students are given the best opportunity to succeed. The school has continued to improve yearly as we earned a Grade "A" this school year. It is also vital that our students' basic needs are met and that they are motivated through the academic and incentive programs we offer. Children who are exposed to a positive learning environment look forward to coming to their school.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools will engage and motivate our students to become proficient readers. Reading is a vital part of everyday life. We strive for our students to become successful and productive citizens. Our nation depends on the ability of our future leaders and citizens to use critical thinking skills to communicate effectively.

Needs Assessment

Scores indicate that 50% of students in grades 3-5 scored at achievement Level 1 or two on the 2006 FCAT Reading Assessment. Scores indicate that in grades 3-5, 48% of Hispanic students, and 49% of Economically Disadvantaged students scored below grade level on the administration of the FCAT Reading Test. Scores indicate that third grade students' mean score by content during the 2005-06 school year were: Words/Phrases 4 out of 7, Main Idea/Purpose 13 out of 22, Comparisons 7 out of 12, and Reference/Research 2 out of 4. Scores indicate that fourth grade students mean score by content were: Words/Phrases 4 out of 6, Main Idea/Purpose 12 out of 22, Comparisons 9 out of 17, Reference/Research 2 out of 6. Scores indicate that fifth grade students' mean score by content were: Words/Phrases 3 out of 7, Main Idea/Purpose 10 out of 17, Comparisons 9 out of 15, Reference/Research 4 out of 6.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 64% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades three through five will increase their reading skills as evidenced by 51% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Progress Monitoring Reporting Network (PMRN) for teachers to monitor their students' progress and provide intervention in areas of reading.	Reading Coaches/Teachers/ Administration	9/5/2006	5/25/2007	District-wide literacy plan	\$0.00
Utilize computer assisted programs for all students such as Accelerated Reader, FCAT Explorer, Voyager, and Waterford to provide enrichment and individualized instruction in reading.	Classroom Teachers/Administration	8/14/2006	5/28/2007	District-wide literacy plan	\$0.00
Provide Professional Development in reading instruction for teachers to implement Reading First strategies in their classrooms.	Administration/Reading Coaches	8/14/2006	05/11/2007	District-wide literacy plan	\$0.00
Provide Model Reading Lessons for teachers to implement appropriate learning strategies based on the Comprehensive Research-Based Reading Plan.	Reading Coaches/Administration	8/10/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide daily tutoring assistance for students in grades three through five achieving Level 1 or 2 on the 2006 Reading FCAT Assessment.	Special Area Teachers/America Reads Tutors/Extended Day Teachers/Reading Teacher/Administration	10/16/2006	5/28/2007	Continuous Improvement Model	\$5000.00
Continue to implement the Comprehensive Research-Based Reading Plan (CRRP) providing two hours of uninterrupted instruction for students in kindergarten through fifth grade.	Classroom Teachers/Administration	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement Parent Workshops in reading in order to provide parents with the knowledge base to assist their children with proper skills and strategies.	Administration/Reading Coaches	9/21/2006	5/18/2007	District-wide literacy plan	\$300.00
Utilize the Accelerated Reader program in	Administration/Reading Coaches/	8/21/2006	5/28/2007	District Strategic	\$0.00

grades kindergarten through fifth, to reinforce and enhance independent reading skills.	Classroom Teachers			Plan	
Conduct weekly grade level common planning meetings for grades kindergarten through fifth, that reflect common lessons, remediation, and enrichment strategies.	Classroom Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program that will be used are as follows:

Comprehensive Research-Based Reading Plan
 Houghton-Mifflin state adopted reading series
 Voyager Passport
 Soar to Success
 Waterford
 FCAT Explorer
 District Pacing Guide
 DIBLES
 Continuous Improvement Model (CIM)
 Riverdeep
 Accelerated Reader

Professional Development

Professional development on the five essential components of reading
 Reading/Role of Technology
 Instructional Strategies to Improve Student Proficiency in
 Reading Comprehension
 Phonological Awareness as it Relates to Reading Process
 Project CRISS Level I
 Reading First Training K-3
 Accelerated Reader Training
 Riverdeep
 Houghton-Mifflin as it relates to the Five Essential Components of Reading
 District Pacing Guide
 Comprehensive Research-Based Reading Plan
 Voyager Passport
 Early Success
 Soar to Success

Evaluation

Formative assessments:

Houghton-Mifflin Weekly theme unit tests.

Teacher Made Assessments

Interim District Assessments

Summative Assessments:

2007 FCAT Reading Assessment

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools' students will acquire and apply computation and problem solving skills to become effective practioners in today's society.

Needs Assessment

Scores indicate that sixty-one percent of the Limited English Proficient (LEP) students in Grades 3, 4, and 5 did not meet Adequate Yearly Progress (AYP). Scores indicate that forty-eight percent of students in Grades 3 through 5 scored at Achievement Level 1 or 2 on the 2006 FCAT Mathematics Assessment. Scores indicate that in grades 3-5, 46% of Hispanic students and 45% of Economically Disadvantaged students did not score Level 3 or above on the 2006 FCAT-Mathematics Assessment. Scores indicate that 3rd grade students' mean scores by content during the 2005-06 school year were: Number Sense-6 out of 12, Measurement-4 out of 8, Geometry-3 out of 7, Algebraic Thinking-4 out of 6, Data Analysis-4 out of 7. Scores indicate that 4th grade students' mean score by content were: Number Sense-6 out of 10, Measurement-5 out of 8, Geometry-4 out of 7, Algebraic Thinking-4 out of 7, and Data Analysis-4 out of 7. Scores indicate that fifth grade students mean score by content were: Number Sense-5 out of 13, Measurement-5 out of 11, Geometry-7 out of 13, Algebraic Thinking-5 out of 11, and Data Analysis-5 out of 12.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 67% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades three through five will increase their mathematics skills as evidenced by 56% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize computer research based programs such as Riverdeep and FCAT Explorer to reinforce math skills for students who achieved a Level 1 or 2 on the 2006 FCAT Mathematics Assessment.	Classroom Teachers/Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to implement the uninterrupted math block consisting of sixty minutes of daily instruction for students in grades kindergarten through fifth.	Classroom Teachers/Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Professional development in analysis of FCAT Assessment data for teachers in grades three through five, in order for them to become aware of their students' needs and strengths.	Administration/SECME Teachers	9/5/2006	5/25/2007	Continuous Improvement Model	\$0.00
Provide Parents of Limited English Proficient (LEP) students with Workshops on strategies they can implement in order to assist their children with developing and reinforcing their mathematical skills.	Administration	9/21/2006	5/28/2007	Continuous Improvement Model	\$0.00
Provide daily additional tutoring for all Limited English Proficient (LEP) students in grades three through five, in order to provide enrichment and individualized instruction in mathematics.	Classroom and Special Area Teachers/ Administration / ESOL Resource Teachers	10/3/2006	5/30/2007	Continuous Improvement Model	\$5000.00
Continue with Departmentalization of students in grades four and five in order to effectively utilize teacher's strengths in subject matter and apply their knowledge of content to their students' learning abilities.	Administration/ Grades four and five Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott Foresman State-Adopted Series
Continuous Improvement Model (CIM)
FCAT Explorer
RiverDeep
FCAT Math Coach
District Pacing Guide

Professional Development

Professional Development on the five strands of mathematics
SECME training for teachers
District Pacing Guide

Evaluation

Formative assessments:
Chapter tests
Teacher Made Assessments
Interim District Assessments

Summative Assessments:
2007 FCAT Mathematics Assessment

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools will provide a research-based instructional program using the Sunshine State Standards to have all our student subgroups score at or above state mastery level in writing. Our goal is to empower students to become effective communicators in today’s society, thus, enabling them to share and express ideas fluently.

Needs Assessment

Scores indicate that one percent of fourth grade students need to improve their performance in writing on the 2007 FCAT Writing Plus Assessment.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 80% of students scoring at or above Achievement Level 3.5 on the Administration of the 2007 FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Long Range Planning for teachers in grades K-5 to assist with providing daily instruction and weekly practice opportunities throughout the curriculum.	Classroom Teachers/Administration	8/14/2006	5/29/2007	District-wide literacy plan	\$0.00
Provide parent inservices to assist parents with strategies to improve their child's writing.	Reading Coaches/Administration	12/4/2006	2/23/2007	District-wide literacy plan	\$0.00
Provide Bi-Weekly Writing Prompts for students in fourth grade in order to monitor and assist in their writing process.	4th Grade Teachers/Spanish Teachers/Administration	8/14/2006	5/28/2007	District-wide literacy plan	\$0.00
Provide small group tutoring and intervention for Level 1 and Level 2 students in grades three through five to reinforce their writing skills.	EESAC Chairperson/Reading Teachers/Administration	8/21/2006	5/24/2007	District-wide literacy plan	\$0.00
Provide before/after school tutoring for Limited English Proficient students to assist them with techniques to improve their writing skills.	Classroom Teacher/Administration	10/3/2006	4/9/2007	District-wide literacy plan	\$5000.00
Utilize the FCAT Writes Rubric to evaluate the writing proces and monitor student achievement in writing.	Administration/Reading Coaches	8/14/2006	5/28/2007	District-wide literacy plan	\$0.00
Implement CRISS Strategies to provide students with multiple learning tools that will improve their writing.	EESAC Chairperson/Administration	10/16/2006	5/28/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton Mifflin State-Adopted Series
Continuous Improvement Model (CIM)
FCAT Writing Coach

Professional Development

Peer Mentoring
Instructional Strategies to Improve Student Proficiency in
Writing
Phonological Awareness as it Relates to Reading Process
Project CRISS Level I
Technology for Teachers

Evaluation

Formative:
Monthly Writing Prompts

Summative:
2007 FCAT Writing Plus Assessment

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools will provide students with knowledge of the scientific method of investigation in order to provide a strong science base that students can implement in their lives. Students in grade 5 will be able to use science process skills throughout their everyday lives.

Needs Assessment

Scores indicate that thirty-nine percent of students in grade 5 achieved a Level 3 or above on the administration of the 2006 FCAT Science Assessment. Sixty-one percent of students in grade 5 achieved a level of 1 and 2 on the administration of the 2006 FCAT Science Assessment.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 55% of students scoring at or above Achievement Level 3 on the Administration of the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement hands on investigations in the classrooms to provide students with science enrichment activities and information about science process skills.	Classroom Teachers/Administration	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Use Internet Resources to provide students and teachers with critical thinking strategies as well as provide a background in inquiry based learning.	Classroom Teachers/Administration	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Implement research projects to provide students with an understanding of scientific concepts through project-based learning.	Classroom Teachers/Administration	8/21/2006	5/25/2007	District Strategic Plan	\$0.00
Create Science Fair Projects and review scientific concepts that will promote and enhance critical thinking skills relating to science.	Classroom Teachers/Administration	2/5/2007	5/25/2007	District Strategic Plan	\$0.00
Provide opportunities for teachers to participate in professional development activities focused on curriculum instruction and assessment in the Sunshine State Standards benchmarks in science.	Administration/SECME Teacher	9/14/2006	5/28/2007	District Strategic Plan	\$0.00
Provide Parent Workshops to elicit parent support and assist parents in monitoring their child's home learning and science activities.	Science Fair Committee/Administration	10/18/2006	5/28/2007	District Strategic Plan	\$300.00

Research-Based Programs

Harcourt Brace Science State-Adopted Series
 Continuous Improvement Model (CIM)
 Full Option Science System (FOSS) Kits
 FCAT Science Coach

Professional Development

Emphasis on the four strands of science
Use of hands-on activities
Managing and guiding cooperative groups
Maximizing learning opportunities in science
CRISS strategies in science

Evaluation

Summative assessments:

FCAT Coach Science Pre/Post-tests
Teacher Made Assessments
Unit Science Investigations

Formative assessment:

2007 FCAT Science Assessment

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Given the need to establish a connection between school, home, and community to support the efforts of improved academic achievement, parental and community involvement will continue to be an integral part of the school's performance by providing additional parental inservices related to reading, writing, math, and science.

Needs Assessment

In order to facilitate students' academic success and development and establish a connection between the school and home, there needs to be an increase in the number of times parents attend school sponsored events throughout the 2006-07 year.

Measurable Objective

Given parental workshops and school-site activities via the Community Involvement Specialists, parent/family/community involvement will increase as evidenced by a five percent increase in the number of times parents/families/community members attend school sponsored activities during the 2006-2007 school year as compared to the previous school year as documented by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create Monthly Calendars and utilize the Gator Gazette newsletter to inform parents of various events and provide parents with a school to home connection.	AEP Teacher/ Administration	8/14/2006	5/28/2007	Community Partnerships	\$0.00
Use District Parent Academy to provide parents with parenting strategies and ideas that will assist them with the development of their child.	Assistant Principal/Administration	9/5/2006	5/25/2007	Community Partnerships	\$0.00
Implement Family Literacy Program to assist Limited English Proficient parents with literacy skills to promote their personal growth.	School Counselor/Administration	8/14/2006	5/25/2007	Community Partnerships	\$0.00
Provide students with exposure to various careers by implementing Career Week and enabling community members to be active participants in the education of the students.	Administration/Reading Coaches/Counselor	4/16/2007	4/20/2007	Community Partnerships	\$300.00
Host Annual Title I Meeting to provide parents with strategies to assist their children with Accelerated Reader as well as identify parent representatives to attend Title I meetings.	Assistant Principal	9/21/2006	9/21/2006	Community Partnerships	\$100.00
Announce/Provide EESAC meetings to make parents aware of issues related to their children.	EESAC Chairperson/Administration	8/14/2006	5/14/2007	Community Partnerships	\$0.00
Create and maintain a parent attendance log in order to identify the number of parents that participate in school sponsored activities.	Administration/Parent Outreach Personnel	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and maintain a Parent Resource Center with materials for checkout to support parents in assisting their children.	Community Involvement Specialists/Administration	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Provide Family Nights in the areas of reading, writing, math, and science to help	Administration/Community Involvement	8/28/2006	5/30/2007	District Strategic Plan	\$0.00

parents understand academic content standards.	Specialists/Classroom Teachers	
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Research-Based Programs

National Parent Teacher Student Association (PTSA)

Professional Development

EESAC Meetings

Parent Academy

Title I Meetings

PTA Meetings

School sponsored inservices in all subject areas

Monthly Parent Workshops

District Sponsored EESAC Seminars

Monthly Title I Seminars

Evaluation

Comparison of the Title I Community Involvement Specialist's Parent/Family/Community sign-in logs from the 2005-2006 school year to the 2006-2007 school year.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools believe in providing a safe learning environment for all students and staff. Classroom settings will be organized for our students and teachers in order to establish an effective class environment conducive to learning. Classrooms will be clear of interruptions and objects that disrupt the ability of our students to move freely.

Needs Assessment

Student Case Management records indicate that nine students received outdoor suspension during the 2005-2006 school year. It is evident that the number of outdoor suspensions should decline since students should be made aware that they are missing valuable learning time and therefore will have more difficulties with academic success if they do not attend school every day.

Measurable Objective

Given the Code of Student conduct and an emphasis on a discipline and safety, the number of students who receive outdoor suspensions during the 2006-2007 school year will decrease as evidenced by a one percent decrease when compared to outdoor suspensions during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Family Literacy Program to assist Limited English Proficient parents with literacy skills to promote their personal growth and parenting skills.	Full Service Clinic Coordinator/Administration	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Provide counseling services for all students in order to assist them with personal issues and provide a non-threatening environment.	Guidance Counselor/Administration	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Implement Continuous Improvement Model(CIM).	Administration/Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a school-wide discipline assembly and review the Miami Dade County Code of Student Conduct in order to provide students with an understanding of rules and consequences.	Administration/Classroom Teachers	8/17/2006	8/17/2006	District Strategic Plan	\$0.00
Utilize the Social Studies Curriculum to implement Character Education Core Values and make our students responsible citizens both in the school and at home.	Counselor/ Classroom Teachers/Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide mentoring for beginning teachers on effective classroom management strategies.	Administration/ Classroom Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Motivational Incentives for students who demonstrate perfect attendance as well as qualities of a good citizen. These incentives will also be used to acknowledge the "Student of the Month."	Administration/ Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Use classroom teacher to implement behavior amagement and intervention strategies in the Classroom.	Classroom Teachers/Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement PIN Curriculum.	Kindergarten, second, and fourth grade Teachers/Counselor/Administratio n	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Utilize Special Area teachers as well as	Special Area Teachers/School	8/14/2006	5/30/2007	District Strategic	\$0.00

school patrols to assist students with morning arrival in order to ensure that students arrive safely to their classrooms.	Safety Patrols/Administration			Plan	
Utilize visitor passes and identification tags for all students, in order to identify visitors in the building and how students are dismissed.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Parent Teacher Student Organization (PTSA)

Professional Development

Truancy Intervention Program (TIP)
 Lee Cantor's Assertive Discipline
 Harry Wong's First Days of School
 Classroom Management Strategies

Evaluation

This component will be evaluated by a one percent decrease in the total number of outdoor suspensions during the 2006-07 school year.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

Technology is a vital tool for success in the 21st century. The school will improve the use of and integration of technology throughout the curriculum. Students at James H. Bright/J.W. Johnson Elementary Schools will leave with the expertise to be successful competitors and proficient computer users in the technological world.

Needs Assessment

A technology survey conducted early in the year determined that there are not enough computers in the school to provide adequate access to all students and teachers. The student to computer ratio is 7-1 and needs to decrease in order to give all students more access and experience with computers.

Measurable Objective

Given access and hands-on experience with computers, James H. Bright/ J. W. Johnson will increase the number of state-of-the art computers available for students and teachers by five (5) percent as measured by the technology equipment survey at the end of the 2006-07.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create a grant writing committee to increase the amount of funds the school receives for grants.	Administration	9/5/2006	5/28/2007	District Strategic Plan	\$0.00
Create a technology committee who will meet monthly to ensure all technology needs for the school are reviewed and maintained.	Technology Committee members.	9/5/2006	5/28/2007	District Strategic Plan	\$0.00
Attend District and State Conferences for technology to keep informed of the latest instructional technology resources available.	Principal, Assistant Principals, and Technology Committee	9/5/2006	5/28/2007	District Strategic Plan	\$0.00
Utilize the Office of Grants Administration for assistance with the development of technology grants.	Administration and Grant Committee	9/5/2006	5/28/2007	District Strategic Plan	\$0.00
Conduct a mini survey of the schools current number of working computers.	Assistant Principal and Microsystems Technician	9/5/2006	5/28/2007	District Strategic Plan	\$0.00
Utilize the Office of Procurement to ensure the best pricing and technology specifications are obtained when purchasing new computers.	Administration and Microsystems Technician	9/5/2006	5/28/2007	District Strategic Plan	\$0.00
Implement Riverdeep and FCAT Explorer programs.	Administration, Classroom Teachers and Microsystems Technician	9/5/2006	5/28/2007	District Strategic Plan	\$0.00

Research-Based Programs

Conitnuous Improvement Model (CIM)

Professional Development

Grant Writing Workshop
FETC presentations and Workshops
Atomic Learning Training

Evaluation

A technology survey of the schools current technology equipment will be conducted at the beginning of the school year. This survey will be conducted again at the end of the school year to measure progress.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical ability for all students so that they can adopt healthy and physically active lifestyles. Through participation, James H. Bright Elementary students will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Results from the 2005-06 FITNESSGRAM indicate that 69% of our students met the minimum health-related standards. James H. Bright Elementary School will administer a pre and post-test to determine baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Given instruction following the National Standards for Physical Education, students in grades four and five will increase their physical fitness skills as evidenced by the number of students who earn silver or gold awards during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer pre and post test to determine baseline measures and progress in order to provide valid measures of student and school improvement.	Physical Education Teachers/Administration	11/6/2006	5/15/2006	District Strategic Plan	\$0.00
Provide students with 30 minutes a day of physical fitness activities with emphasis on cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers/ Classroom Teachers/Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide school-wide Field Day activities where students can demonstrate their physical agility skills and teamwork abilities.	Physical Education Teachers/Classroom Teachers/Administration	5/10/2007	5/11/2007	District Strategic Plan	\$0.00
Develop an action plan to ensure that the goals and objectives of the physical education program are met.	Physical Education Teachers and Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM Physical Fitness Test.

Professional Development

Instructional strategies that improve student proficiency in physical education activities.

Evaluation

Formative:

Physical Education activities

Summative:

FITNESSGRAM Physical Fitness Test

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

The school will establish an Academic Excellence Program consisting of chess and journalism. Children will learn to express ideas through the different mediums that our electives provide. It is the responsibility of our school to nurture and develop all the liberal arts that our elective courses offer as well as to provide extra curricular activities that facilitate student responsibility and leadership.

Needs Assessment

Students should be provided opportunities to participate in extracurricular activities. Participating in such activities will provide students with hands-on experiences in the arts, and school sponsored programs that will enable them to become more active and responsible in their school environment.

Measurable Objective

Given attention to electives and special area activities, all students will increase their participation in extra curricular activities as evidenced by class rosters and sign-in logs demonstrating participation in sponsored organizations, dance and music recitals, and in the academic excellence program during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor participation in the Academic Excellence program on a monthly basis to ensure that students are actively engaged and learning.	Administration	9/5/2006	5/30/2007	Expanding arts opportunities	\$0.00
Implement the Earth Club in order to provide students with an awareness and appreciation of the environment and start a school wide recycling program.	Earth Club Sponsor	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Utilize the music department to implement a chorus which will provide students with opportunities to express themselves through music and performance arts.	Music Teachers/Administration	10/23/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a cheerleading squad to represent the student body at events such as parades and awards assemblies.	Cheerleading Sponsor/Administration	10/23/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate chess and journalism into the Academic Excellence Program, after school, two times a week for students in grades Kindergarten through fifth in order to provide them with enrichment activities that promote learning and critical thinking.	Administration/ Journalism Instructor	9/5/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

National Parent Teacher Student Organization (PTSA)

Professional Development

Academic Excellence Program Inservice

Evaluation

Formative:

Production of school newspaper

Chess Competitions

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

James H. Bright/J.W. Johnson Elementary School will rank at or above the 24th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005-2006, James H. Bright Elementary ranked at the 23rd percentile on the state of Florida ROI Index. Our school is in the middle third of all elementary schools in the state on percent of students making learning gains, program costs, and the return on investment measure.

Measurable Objective

James H. Bright/J.W. Johnson Elementary School will improve its ranking on the State of Florida ROI Index publication from the twenty-third (23) percentile in 2005 to the twenty-fourth (24) percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with district on resource allocation.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Research the need for reconfiguration of existing resources or taking advantage of a broader resource base. e.g. private foundations, volunteer networks.	Administration, PTA President	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review benefits of facilities, partnering with community agencies.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin state adopted series textbooks

Harcourt Brace state adopted series textbooks

Scott Foresman state adopted series textbooks

Professional Development

Budget Workshops

Money Matters Inservices

Evaluation

On the next State of Florida ROI index publication, James H. Bright/J.W. Johnson Elementary Schools will show progress toward reaching the 24th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The Educational Excellence School Advisory Council (EESAC) has discussed the budget for personnel and allocations with the Leadership Team.

Training:

EESAC has members who offer workshops to staff members and parents. Also, District professional development will be utilized to train new members of the EESAC.

Instructional Materials:

EESAC has voted on funds to provide enrichment materials such as FCAT science and writing materials along with providing library books that correlate to Accelerated Reader (AR) tests for our students to use.

Technology:

The Chairperson for the Technology Committee discusses all technology issues at every EESAC meeting.

Staffing:

School Principal shares personnel matters through reports at EESAC meetings.

Student Support Services:

Guidance counselor presents report on student services given monthly.

Other Matters of Resource Allocation:

The committee shares any concerns which are addressed by the members during meetings.

Benchmarking:

Reading Coaches present their reports at each meeting.

School Safety & Discipline:

Chairperson for Discipline committee presents report to the EESAC.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$5,300.00
Goal 2: Mathematics	\$5,000.00
Goal 3: Writing	\$5,000.00
Goal 4: Science	\$300.00
Goal 5: Parental Involvement	\$400.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$17,000.00

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent