

SCHOOL IMPROVEMENT PLAN 2007 - 2008

James H. Bright Elementary School (0481)

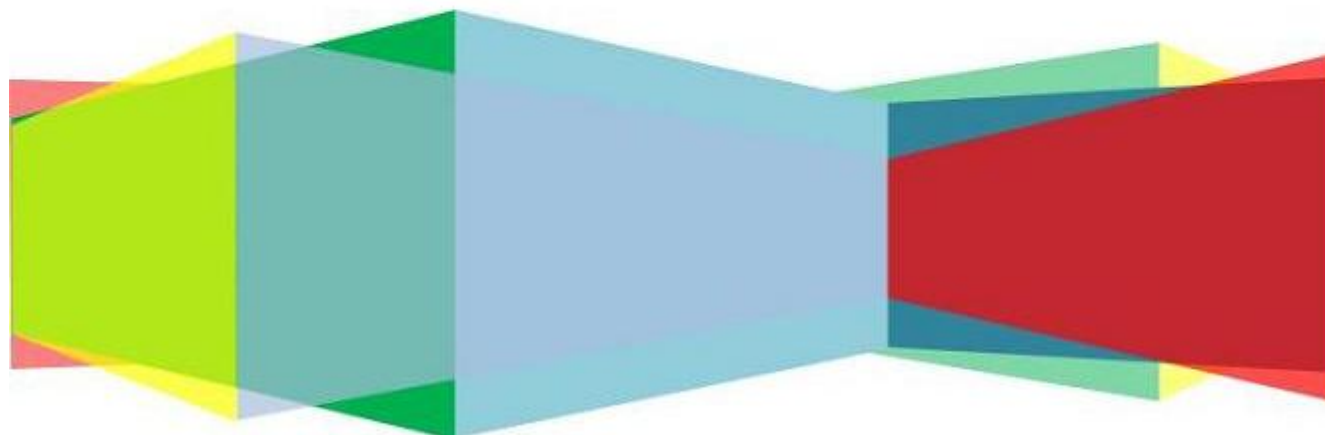
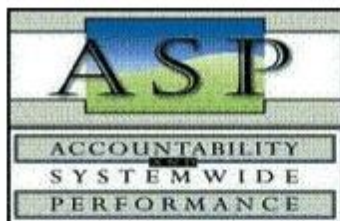
Feeder Pattern - Hialeah Senior

Regional Center I

District 13 - Miami-Dade

Principal - Maritza Garcia

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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 Educational Excellence School Advisory Council, 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 No Child Left Behind Act during the 2007-2008 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 and one portable. This forty-eight 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 Center is located on the school grounds to facilitate children and parents both before and after school. The school offers various academic and extra-curricular programs including; the Academic Excellence Program (AEP), Extended Foreign Language (EFL), Special Education (SPED), a self-contained autism unit, and the after school Family Literacy Program through our Full Service Center. James H. Bright Elementary serves 752 students in grades kindergarten through fifth. The average class size is twenty-two students in general education and twelve in Special Education.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards Hispanic students will increase their reading skills as evidenced by fifty-eight percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards Economically Disadvantaged students will increase their reading skills as evidenced by fifty-eight percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards English Language Learners will increase their reading skills as evidenced by fifty-eight percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards Hispanic students will increase their mathematics skills as evidenced by sixty-two percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards Economically Disadvantaged students will increase their mathematics skills as evidenced by sixty-two percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards English Language Learners will increase their mathematics skills as evidenced by sixty-two percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards students in grade four will improve their writing skills as evidenced by an increase of three percentage points in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by twenty-five percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

Given the code of student conduct and an emphasis on discipline and safety, the number of students who receive outdoor suspension during the 2007-2008 school year will decrease as evidenced by a 1 percent decrease when compared to outdoor suspensions during the 2006-2007 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 2007-2008 school year.



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Given instruction following the National Standards for Physical Education, students in grades four and five will increase their physical fitness skills by 5 percent 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 by 5 percent 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 2007-2008 school year.

James H. Bright and James W. Johnson Elementary Schools Return On Investment will increase by at least one percentile point.

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.



School Improvement Plan 2007-2008



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.

0481 - JAMES H. BRIGHT ELEMENTARY SCHOOL

VISION

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-eight 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.

MISSION



School Improvement Plan 2007-2008



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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 and four are National Board Certified Teachers. The ethnic/racial make-up of the staff members is 83 percent Hispanic, 15 percent Black, 1 percent White, and 1 percent Asian. The average years of teaching are twelve. Of this group, there are three administrators, 68 classroom teachers, 5 special education, two reading coaches, one guidance counselor, one 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 custodian. 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 Center, staffed with social workers that provide individual and family counseling. Additionally, students who are in need of further academic assistance are provided with opportunities of growth 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, and the Reading First Grant. There are challenges in learning that face our school community. Among these are a high mobility rate and frequent student truancy. 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. The YWCA provides low cost childcare in the After-Care Program and the school supports the Boys and Girls Scouts. We have earned a school grade of "B" by the Florida Department of Education. Our teachers collaborate by grade level to ensure effective learning skills. Teachers take part in weekly team planning; vertical articulation, departmentalizing, and co-teaching foster the needs of all the students. Our PASS (Partnership to Advance School Success) Partner and community organizations such as Waste Services of Florida Incorporated and Telemundo (T.V. 51) are integral assets to our school and provide the schools with additional resources that enhances student learning. Resources include; Smartboards, computer software, and internet access to parents.

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.

Maritza M. Garcia the Principal at James H. Bright and J. W. Johnson Elementary School. She has been a Principal at James H. Bright Elementary School since March 2006. Ms. Garcia holds a Bachelor's degree in Education from Florida International University, a Master's degree in Exceptional Student Education from Nova Southeastern University and a Specialist degree in Educational Leadership from Nova Southeastern University. Ms. Garcia is also certified by the State of Florida in the following areas: Elementary School grades (K-6), Exceptional Student Education (K-12), and Principal (K-12). In her capacity as Principal at James H. Bright Elementary School, Ms. Garcia has been directly involved with curriculum development, data analysis, professional development and stakeholder engagement in order to enhance the overall effectiveness of the school. Ms. Garcia facilitates quarterly data analysis meetings with all of the teachers and provides the necessary resources for the teachers to be able to meet the needs of those struggling students. In addition, Ms. Garcia has implemented different tutorial programs at the school to meet the needs of the students. She has implemented Parent Workshops in reading, math and science in order to provide parents with the knowledge base to assist their children with proper skills and strategies. She has attended several workshops and conferences on Reading, Mathematics, Science, and Data Analysis. Ms. Garcia is constantly reviewing data from all areas of the school to determine the best way to continue to improve the school and the achievement of its students.

Layda Nasr is one of the Assistant Principal's for James H. Bright and J. W. Johnson Elementary School. She has been an assistant principal at James H. Bright Elementary School for four years. Ms. Nasr holds a Bachelor of Business Administration degree from Florida Atlantic University and a Masters in Computer Applications from Barry University. Ms. Nasr is also certified by the State of Florida in: Elementary School grades 1-6; English for Students of other Languages (ESOL) endorsement for grades K-12; and Educational Leadership Certification for grades K-12.

In her capacity as Assistant Principal at James H. Bright Elementary School, Ms. Nasr has written and been awarded several grants for the school. She has been awarded a total of over \$125,000 dollars worth of software and hardware equipment for use by the students at James H. Bright to help them in reading, mathematics, and science. Ms. Nasr has provided the staff at James H. Bright and J. W. Johnson with several professional development workshops on Accelerated Reader and Instructional Technology Resources. She has attended several workshops and conferences on Reading, Mathematics, Science, and Data Analysis. Ms. Nasr is an active member of the James H. Bright Elementary School administrative team. She is constantly reviewing data from all areas of the school to determine the best way to continue to improve the school and the achievement of its students.

Mary C. Deveaux is a temporary Assistant Principal for James H. Bright and J. W. Johnson Elementary School. This is Dr. Deveaux's first year in the position as an assistant principal. Dr. Deveaux holds Bachelor of Arts degrees in Psychology from Michigan State University, a Master's in Elementary Education from Vermont College of Norwich University and a Doctorate from Curtin University of Technology in Perth Western Australia. Dr. Deveaux is also certified by the State of Florida in Elementary Education grades 1-6; English for Students of other Languages (ESOL) endorsement for grades K-12; and Educational Leadership Certification for grades K-12. Dr. Deveaux has also served as a Curriculum Specialist for the Region office and modeled lessons in Reading and Math and Science. She has completed school site reviews and has taken part in data analysis teams in order to monitor student learning and gains, and has provided teachers with professional development in various research-based programs such as differentiated instruction and Voyager.

District Strategic Planning Alignment:



School Improvement Plan

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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. James H. Bright/ J.W. Johnson Elementary Schools utilize the Continuous Improvement Model and Differentiated Instruction, where teachers take part in a systematic process for making improvements in student learning. This research-based approach tracks student performances, closes the achievement gap between all socioeconomic subgroups, and is data driven. Implemented at all levels, the school wide model treats students individually by assessing how much they are learning at regular intervals. Based on these assessments, students who achieve mastery receive enrichment while others receive intervention until they have mastered necessary skills. The Plan, Do, Study, Act model consists of careful analysis of student performance data and planning appropriate focus lessons. This step leads to delivering the instructional focus in the classroom, followed by checking the assessment, maintenance, and monitoring of student performance. Finally, the acting provides enrichment and tutorials, based on student needs. Professional Development will be made available to teachers in grades kindergarten through fifth in order to address weak strands and improve student learning.

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 both on site as well as off campus. Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

Data/Information/Knowledge Management:

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 both on site as well as off campus. Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

Education Design:

James H. Bright/ J.W. Johnson teachers are provided with Quarterly Data analysis meetings to ensure that student needs are being met, and that learning gains are being made. In order to identify individual student strengths and areas of improvement, teachers in grades three through five will receive professional development in a technology based program, which analyzes students' strengths and weaknesses on standardized tests. This will enable teachers to provide differentiated instruction for their students, and provide early intervention.

Performance Results:



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This process has outlined the purpose for our curriculum and school operations where our students are given the best opportunity to succeed. The school is demonstrating learning gains as we earned a Grade "B" 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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Reading 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 utilize critical thinking skills and become more knowledgeable in the areas of fluency, comprehension, vocabulary, phonemic awareness, and phonics. 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 forty one percent of students in grades three through five did not meet high standards in Reading. Twenty-nine percent of students in grades three through five did not make sufficient learning gains, and thirty-five percent of the lowest quartile did not make adequate progress. According to the No Child Left Behind Act, fifty-two percent of Hispanic, fifty-three percent of the Economically Disadvantaged, and sixty-six percent of English Language Learners need improvement in Reading.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

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Given instruction based on the Sunshine State Standards Economically Disadvantaged students will increase their reading skills as evidenced by fifty-eight percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards English Language Learners will increase their reading skills as evidenced by fifty-eight percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Progress Monitoring Reporting Network (PMRN) for teachers to monitor their students' progress and provide intervention in areas of reading.	Reading Coaches/Teachers/Administration	08/27/07	06/05/07	District-wide Literacy Plan	0
Utilize computer assisted programs for all students such as Accelerated Reader, FCAT Explorer, Voyager, Early Success, Soar to Success, SuccessMaker, and Waterford early Learning to provide enrichment and individualized instruction in reading.	Classroom Teachers/Administration	08/27/07	06/02/08	Diversity & Educational Equity	0
Provide Professional Development in reading instruction for teachers to implement Reading First strategies in their classrooms.	Administration/Reading Coaches	8/27/07	06/02/08	District-wide Literacy Plan	0
Provide Model Reading Lessons for teachers to implement appropriate learning strategies based on the Comprehensive Research-Based Reading Plan.	Reading Coaches/Administration	08/27/07	06/02/08	Diversity & Educational Equity	0
Provide daily tutoring assistance for English Language Learners in grades three through five achieving Level 1 or 2 on the 2007 Reading FCAT Assessment.	Special Area Teachers/America Reads Tutors/Extended Day Teachers/Reading Teacher/Administration	10/16/2007	06/02/2008	Academic Enrichment Opportunities	5000
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	08/27/2007	06/02/2008	District-wide Literacy Plan	0
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	08/27/2007	06/02/2008	Parental Choice Options	300
Utilize the Accelerated Reader program in grades kindergarten through fifth, to reinforce and enhance independent reading skills.	Administration/Reading Coaches/Classroom Teachers	8/27/2007	06/02/2008	Education Innovation	0
Conduct weekly grade level common planning meetings for grades kindergarten through fifth, that reflect common lessons, remediation, and enrichment strategies.	Classroom Teachers	08/27/2007	06/02/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs

Research-Based Reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula, and differentiated instruction. Programs used will include:

Houghton-Mifflin state adopted readingseries	RiverDeep	Waterford Early Learning
FCAT Explorer	VoyagerPassport	Accelerated
Reader		
Soar to Success	SuccessMaker	
Reading First		

Professional Development



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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 Differentiated
 Instruction

Evaluation

Formative Assessments will be done through progress monitoring which will include the following:
 Houghton-Mifflin Weekly theme unit tests. Teacher Made Assessments Interim District Assessments
 Dynamic Indicator of Basic Early Literacy Skills (DIBELS) quarterly data
 Summative Assessment:
 2008 FCAT Reading Test

Mathematics Goal

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

Florida Education Priorities

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
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Miami-Dade County Public Schools

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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"/>

Mathematics Statement

James H. Bright/J.W. Johnson Elementary Schools' students will acquire and apply the necessary skills to acquire knowledge of number sense, geometry, data analysis, algebraic thinking, probability and problem solving skills to become effective practitioners in today's society.

Needs Assessment

Scores indicate that thirty-six percent of students in grades three through five did not meet high standards in Mathematics. Twenty-eight percent of students in grades three through five did not make sufficient learning gains, and nineteen percent of the lowest quartile did not make adequate progress. According to the No Child Left Behind Act, fifty-two percent of Hispanic, fifty-three percent of the Economically Disadvantaged, and forty-seven percent of English Language Learners students need improvement in Mathematics. Based on the mathematics strands, our students need the most intervention in the areas of Number Sense and Measurement.

NCLB Subgroup Target

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize computer research-based programs such as RiverDeep, BrainPop, SuccessMaker, and FCAT Explorer to reinforce math skills for Limited English Proficient, Hispanic, and Economically Disadvantaged students who achieved a Level 1 or Level 2 on the 2007 FCAT Mathematics Test.	Classroom Teachers/Administration	8/27/2007	06/02/2008	Education Innovation	0
Continue to implement the uninterrupted math block consisting of sixty minutes of daily instruction for students in grades kindergarten through fifth.	Classroom Teachers/Administration	08/27/2007	06/2/2008	Seamless PreK-12 Curriculum	0
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	08/27/2007	06/2/2008	Exchange Meaningful Information	0
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/ESOL Teachers	09/04/2007	06/02/2008	Diversity & Educational Equity	0
Utilize the Voyager Math program to provide daily additional instruction 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	10/09/2007	02/20/2008	Academic Enrichment Opportunities	5000
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	8/20/2007	6/02/2008	Seamless PreK-12 Curriculum	0
Incorporate "Bright Ideas Best Practices Sharing Sessions" and provide teachers with strategies and best practices that teachers have implemented in their classrooms.	Classroom Teachers	09/26/2007	06/02/2008	Exchange Meaningful Information	0
Incorporate differentiated instruction to utilize manipulatives and supplemental materials on an on-going basis to address all learning modalities such as visual, auditory, and kinesthetic.	Classroom Teachers/Administration	09/05/2007	06/02/2008	Continuous Improvement Model	0
Implement the co-teaching model in grades one, four, and five in order to provide students with a variety of teaching styles and skills.	Classroom Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs



School Improvement Plan

2007-2008



Research-based reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula, and differentiated instruction. Programs used will include:

Scott Foresman State-Adopted Series
FCAT Explorer
RiverDeep
BrainPop
Voyager-Math
FCAT Math Coach workbooks
SuccessMaker

Professional Development

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

Evaluation

Formative Assessments will be done through progress monitoring which will include the following:
Chapter tests
Teacher Made Assessments
Interim District Assessments

Summative Assessment:
2008 FCAT Mathematics Test

Writing Goal

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

Florida Education Priorities

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"/>

Writing 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 thirteen percent of students in grade four did not meet high standards in Writing. According to the No Child Left Behind Act, sixteen percent of Hispanic, seventeen percent of the Economically Disadvantaged, and twenty-six percent of Limited English Proficient students need improvement in Writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards students in grade four will improve their writing skills as evidenced by an increase of three percentage points in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/27/2007	6/02/2008	Continuous Improvement Model	0
Provide parent inservices to assist parents with strategies to improve their child's writing.	Reading Coaches/Administration	12/4/2007	2/14/2008	Exchange Meaningful Information	0
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	8/27/2007	6/02/2008	District-wide Literacy Plan	0
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	8/20/2007	6/02/2008	Academic Enrichment Opportunities	0
Provide before/after school tutoring for Limited English Proficient students to assist them with techniques to improve their writing skills.	Classroom Teacher/Administration	10/03/2007	4/09/2008	Academic Enrichment Opportunities	5000
Utilize the FCAT Writing + Rubric to evaluate the writing process and monitor student achievement in writing.	Administration/Reading Coaches	8/20/2007	6/02/2008	Seamless PreK-12 Curriculum	0
Implement CRISS Strategies to provide students with multiple learning tools that will improve their writing.	EESAC Chairperson/Administration	10/15/2007	6/02/2008	Continuous Improvement Model	0
Utilize monthly writing prompts for students in grades K-5 in order to enhance student writing across the curriculum.	Classroom Teachers	8/27/2007	6/02/2008	Seamless PreK-12 Curriculum	0
Utilize the LEP Resource teacher to assist beginning teachers with writing techniques to accommodate Limited English Proficient students.	LEP Resource Teacher	8/27/2008	6/02/2008	Exchange Meaningful Information	0

Research-Based Programs

Research-based reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula, and differentiated instruction. Programs used will include: Houghton Mifflin State-Adopted Series
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 Assessments will be done through progress monitoring which will include the following:
Bi-Weekly Narrative and Expository Writing Prompts

Summative Assessment:
2008 FCAT Writing+

Science Goal

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

Florida Education Priorities

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

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Science 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 seventy-five percent of students in grade 5 did not meet high standards in Science.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by twenty-five percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an average of four hands on investigations in the classrooms a month to provide students with science enrichment activities and information about science process skills.	Classroom Teachers/Administration	8/20/2007	6/02/2008	Education Innovation	0
Use Internet resources such as BrainPop to provide students and teachers with critical thinking strategies as well as provide a background in inquiry based learning.	Classroom Teachers/Administration	8/20/2007	6/02/2008	Academic Enrichment Opportunities	0
Implement research projects to provide students with an understanding of scientific concepts through project-based learning.	Classroom Teachers/Administration	8/20/2007	6/02/2008	Safe and High-quality Facilities	0
Create Science Fair Projects and review scientific concepts that will promote and enhance critical thinking skills relating to science.	Classroom Teachers/Administration	2/12/2008	6/02/2008	Academic Enrichment Opportunities	0
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	9/03/2007	6/02/2008	Exchange Meaningful Information	0
Provide Parent Workshops to elicit parent support and assist parents in monitoring their child's home learning and science activities.	Science Fair Committee/Administration	10/15/2007	5/28/2008	Improve Public Perception	300
Incorporate and inaugurate the Science Lab with a rotating schedule for students in grades three through five.	Classroom Teachers/Math and Science Coordinator	8/20/2007	6/2/2008	Safe and High-quality Facilities	0
Provide guest speakers, in-house field trips and off campus field trips related to science.	Classroom Teachers/Math and Science Coordinator	10/15/2007	6/02/2008	Inclusion of SWD	0
Utilize District website link to access new science series and related materials in order to provide students and parents with supplemental resources that can be used in both the school and home.	Classroom Teachers/Parents? Students	8/20/2007	6/02/2008	Seamless PreK-12 Curriculum	0
Provide extra-curricular opportunities for students in the area of science such as SECME and Earth Club.	Math and Science Coordinator	8/20/2007	6/02/2008	Advanced Academics	0
Engage students in repeated practice of using the science process skills (observation, hypothesizing, listing procedures that include controls and variables, analyzing data and results, and finally drawing conclusions) to think critically about their investigations.	Classroom Teachers	8/20/2007	6/02/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs

Research-Based Reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula, and differentiated instruction. Programs used will include:
 Scott-Foresman Science State-Adopted Series
 BrainPop
 Full Option Science System (FOSS) Kits
 SuccessMaker

Professional Development



School Improvement Plan 2007-2008



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

Formative Assessments will be done through progress monitoring which will include the following:

FCAT Coach Science Pre/Post-Tests
Teacher Made Assessments
Science Logs
Unit Science Investigations
Interim District Assessments

Summative Assessment:
2008 FCAT Science Test

Parental Involvement Goal

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

Florida Education Priorities

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Miami-Dade County Public Schools

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Parental Involvement 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 establish positive two-way communication between the home and school, parents need to be made aware of the various opportunities for them to become involved in the school, home, and community.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	5/27/2008	Succession Management	0
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	9/04/2007	5/19/2008	Safe and High-quality Facilities	0
Implement Family Literacy Program to assist Limited English Proficient parents with literacy skills to promote their personal growth.	School Counselor/Administration	8/20/2007	5/27/2008	Improve Public Perception	0
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	4/21/2008	4/25/2008	Business Process Redesign	300
Host Annual Title 1 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	9/26/2007	9/26/2007	Parental Choice Options	100
Announce/Provide EESAC meetings to make parents aware of issues related to their children.	EESAC Chairperson/Administration	8/20/2007	5/13/2008	Succession Management	0
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	8/20/2007	5/23/2008	Succession Management	0
Provide and maintain a Parent Resource Center with materials for checkout to support parents in assisting their children.	Community Involvement Specialist/Administration	8/20/2007	5/20/2008	Safe and High-quality Facilities	0
Provide Family Nights in the areas of reading, writing, math, and science to help parents understand academic content standards.	Administration/Community Involvement Specialists/Classroom Teachers	8/20/2007	5/20/2008	Inclusion of SWD	0
Utilize the school website as well as ConnectEd in order to notify parents of important dates and events taking place in the school.	Administration	8/20/2007	6/02/2008	Improve Public Perception	0

Research-Based Programs

National Parent Teacher Student Association (PTSA)

Professional Development

EESAC Meetings
 Parent Academy
 Title I Meetings
 PTA Meetings
 School sponsored in-services 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 2006-2007 school year to the 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety 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 four students received outdoor suspension during the 2006-2007 school year. It is evident that the number of outdoor suspensions should decline since students are made aware that they are missing valuable learning time and therefore will have more difficulties with academic success if they do not attend school everyday and come prepared to learn.

Measurable Objective

Given the code of student conduct and an emphasis on discipline and safety, the number of students who receive outdoor suspension during the 2007-2008 school year will decrease as evidenced by a 1 percent decrease when compared to outdoor suspensions during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/02/2008	Safe and High-quality Facilities	0
Provide counseling services for all students in order to assist them with personal issues and provide a non-threatening environment.	Guidance Counselor/Administration	8/20/2007	6/02/2008	Student Wellness	0
Continue to utilize the Continuous Improvement Model(CIM) in order to monitor student progress and areas for growth.	Administration/Classroom Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
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	8/23/2007	8/23/2007	Truancy Prevention	0
Utilize the Social Studies Curriculum to infuse Character Education Core Values and make our students responsible citizens both in the school and at home.	Counselor/ Classroom Teachers/Administration	8/20/2007	6/02/2008	Seamless PreK-12 Curriculum	0
Provide mentoring for beginning teachers on effective classroom management strategies.	Administration/Classroom Teachers	8/09/2007	6/02/2008	Pay/Incentive Model & Evaluation	0
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" and those students who "Do the Right Thing."	Administration/ Classroom Teachers	8/20/2007	6/02/2008	Truancy Prevention	1000
Use classroom teacher to implement behavior management and intervention strategies in the classroom.	Classroom Teachers/Administration	8/20/2007	6/02/2008	Safe and High-quality Facilities	0
Utilize Special Area teachers as well as school patrols to assist students with morning arrival in order to ensure that students arrive safely to their classrooms.	Special Area Teachers/School Safety Patrols/Administration	8/20/2007	6/02/2008	Safe and High-quality Facilities	0
Utilize visitor passes and identification tags for all students, in order to identify visitors in the building and how students are dismissed.	Administration	8/20/2007	6/02/2008	Succession Management	0

Research-Based Programs

National Parent Teacher Student Organization (PTSA)

Professional Development

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 2007-2008 school year via Student Case Management records.

Technology Goal

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

Florida Education Priorities

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

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

Technology 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 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create a grant writing committee to increase the amount of funds the school receives for grants.	Administration	9/04/2007	6/02/2008	Business Process Redesign	0
Create a technology committee who will meet monthly to ensure all technology needs for the school are reviewed and maintained.	Technology Committee members.	9/04/2007	6/02/2008	Exchange Meaningful Information	0
Attend District and State Conferences for technology to keep informed of the latest instructional technology resources available.	Principal, Assistant Principals, and Technology Committee	9/04/2007	6/02/2008	Business Process Redesign	0
Utilize the Office of Grants Administration for assistance with the development of technology grants.	Administration and Grant Committee	9/04/2007	6/02/2008	Academic Enrichment Opportunities	0
Conduct a mini survey of the schools current number of working computers.	Assistant Principal and Microsystems Technician	9/04/2007	6/02/2008	Diversity & Educational Equity	0
Utilize the Office of Procurement to ensure the best pricing and technology specifications are obtained when purchasing new computers.	Administration and Microsystems Technician	9/04/2007	6/02/2008	Succession Management	0
Utilize Riverdeep and FCAT Explorer programs to provide Special Education students and as Limited English Proficient students with additional intervention.	Administration, Classroom Teachers and Microsystems Technician	9/04/2007	6/02/2008	Inclusion of SWD	0

Research-Based Programs

Snapshot
 SuccessMaker
 Waterford Early Reading Program

Professional Development

Grant Writing Training
 Florida Educational Technology Conference
 Atomic Learning Training
 Snapshot Training
 SuccessMaker Training
 Waterford Early Reading Training
 River Deep Learning Village 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.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness 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 2006-2007 FITNESSGRAM indicate that 75 percent 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 by 5 percent as evidenced by the number of students who earn silver or gold awards during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	11/07/2007	6/02/2008	Healthcare & Healthy Choices	0
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	8/20/2007	6/02/2008	Student Wellness	0
Provide school-wide Field Day activities where students can demonstrate their physical agility skills and teamwork abilities.	Physical Education Teachers/Classroom Teachers/Administration	5/15/2008	5/15/2008	Healthcare & Healthy Choices	0
Develop an action plan to ensure that the goals and objectives of the physical education program are met.	Physical Education Teachers and Administration	8/20/2007	6/02/2008	Exchange Meaningful Information	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administration	8/20/2007	6/02/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs

FITNESSGRAM Physical Fitness Test.

Professional Development

Instructional strategies that improve student proficiency in physical education activities.

Evaluation

Formative:
Physical Education activities
Field Day

Summative:
FITNESSGRAM Physical Fitness Test

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

The school will continue the Academic Excellence Program consisting of chess, drama, journalism, and dance. 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 by 5 percent 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 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor participation in the Academic Excellence program on a monthly basis to ensure that students are actively engaged and learning.	Administration	9/04/2007	6/02/2008	Advanced Academics	0
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	8/20/2007	6/02/2008	Healthcare & Healthy Choices	0
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	10/17/2007	6/02/2008	Academic Enrichment Opportunities	0
Implement a dance team to represent the student body at events such as parades and awards assemblies.	Cheerleading Sponsor/Administration	9/12/2007	6/02/2008	Student Wellness	0
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	9/04/2007	6/02/2008	Academic Enrichment Opportunities	0

Research-Based Programs

National Parent Teacher Student Organization (PTSA)

Professional Development

Academic Excellence Program Inservice

Evaluation

Performance-Based:
 Production of school newspaper
 Production of school yearbook
 Chess Competitions
 Student Productions
 Lightning Squad Performances

Return On Investment Goal

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"/>

Return On Investment 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

Compared to similar schools, James H. Bright's percentile ranking is 23 and the percent of the highest ROI value is 51 percent.

Measurable Objective

James H. Bright and James W. Johnson Elementary Schools Return On Investment will increase by at least one percentile point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/02/2008	Business Process Redesign	0
Collaborate with district on resource allocation.	Administration	8/20/2007	6/02/2008	Succession Management	0
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	8/20/2007	6/02/2008	Business Process Redesign	0
Review benefits of facilities, partnering with community agencies.	Administration	8/20/2007	6/02/2008	Other/ Not Applicable	0

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

Percentile Ranking on the State of Florida Return on Investment (ROI) Index

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

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
Reading	5300
Mathematics	5000
Writing	5000
Science	300
Parental Involvement	400
Discipline & Safety	1000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	17000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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