Joe Hall Elementary School

2016-17 Schoolwide Improvement Plan

Joe Hall Elementary School

1901 SW 134TH AVE, Miami, FL 33175

http://joehall.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Joe Hall Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Joe Hall Elementary community is to create a dynamic learning environment of the highest quality in which all students will acquire the knowledge, skills, and desire to become life-long learners and successful participants in the global community.

b. Provide the school's vision statement.

Joe Hall Elementary School is committed to providing students with exemplary instruction that will prepare them to become productive members of society in the 21st century.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

In order to learn about our students' cultures, Joe Hall opens its doors to the families in the community. Through activities such as Open House, Multi-cultural Literacy Night, Parent Workshops, and holiday programs, our teachers and staff build relationships with our students' families. In addition, Joe Hall Elementary provides resources to teach and support our students' families, which enhances the teacher, student, and parent connection.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Joe Hall creates an environment where students feel safe and respected. Our teachers and staff are readily available to help all students. Before, during, and after school, teachers and staff monitor the safety and well-being of all our students. Our Safety Committee ensures that student arrival and dismissal procedures are thoroughly planned and monitored. All adults in the building handle students with respect.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school strictly follows the District's Student Code of Conduct and our school-wide disciplinary plan. At the beginning of the year, each grade level attends an assembly where the rules and clear behavioral expectations are explained. Additionally, each classroom develops rules that are created by the students and monitored. Established protocols for disciplinary incidents are enforced. Teachers design lessons that engage students and allow students to be active participants, which minimize distractions.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Joe Hall ensures that all students' social-emotional needs are met through a variety of stratagems. Joe Hall participates in the "Everybody Mentors" District-wide initiative designed to enhance, strengthen and engage the social influences between staff, community, and students. Teachers notify the school counselor of students who may be experiencing changes or have situations in which they

may need support from the counselor. The school counselor refers families to services within the community for additional support and guidance as needed. Students are provided opportunities to participate in student-leader roles. Our school also has clubs/organizations such as patrols, the Chess Club, Future Educators of America, Fitness Club and chorus to ensure that our students are well-rounded and that their social-emotional needs are met.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Teachers and select staff identify students who evidence behaviors and/or academic challenges, which cause the students to fall within the following categories: Attendance below 90 percent, one or more suspensions, course failure in English Language Arts or mathematics, and/or Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Students are referred to the school counselor for additional support. Students are placed in the Response to Intervention process. Parents are notified and partner with school staff to monitor and enhance student progress.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Please see EWS dashboard at osi.dadeschools.net	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	3	13	4	7	13	0	0	0	0	0	0	0	41

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students who evidence academic performance challenges are placed in an additional tutoring before, during, and/or after school. Students are referred to the school counselor for additional support. Students are placed in the Response to Intervention process. Parents are notified and partner with school staff to monitor and enhance student progress.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/312694.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Joe Hall builds and sustains partnerships with the local community to secure and utilize resources to support the school and student achievement through the School Advisory Council, Parent Teacher Association, school activities, school clubs, and Parent Academy functions.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Abreu, Cathay	Principal
Esquivel, Kelly	Teacher, ESE
Rogers, Marsha	Teacher, K-12
Gonzalez, Natalie	Teacher, K-12
De Leon, jacqueline	Psychologist
Aguiar, Zusel	
Montes, Hilda	

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

•Cathay Abreu, Principal: Provides a common vision for the use of data-driven instructional planning. Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common vision for the use of data driven instruction and decision-making. Convenes with parents regarding MTSS/ RtI plans and strategies the school will provide to effectively enhance student achievement.
•Zusel Aguiar, Assistant Principal: Ensures implementation of intervention and support of professional

development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data-driven instruction and decision-making. Convenes with parents regarding MTSS/ RtI plans and strategies the school will provide to effectively enhance student achievement.

•Hilda Montes, School Counselor: Participates in interpretation and analysis of data to develop data-driven intervention programs; facilitates technical assistance for problem-solving activities.

•Kelly Esquivel, Exceptional Student Education (ESE) Chairperson: Collaborates with ESE and general education teachers to plan activities and to cogitate project-based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.

•Marsha Rogers, Reading Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school's instructional focus, assessments and interventions. Supports instruction through professional development, mentoring, and modeling lessons for teachers.

•Sailyn C Debasa, Math Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school's instructional focus, assessments and interventions. Analyzes data to determine students' progress and needs.

•Ana Henriquez, Science Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school's instructional focus, assessments and interventions. Analyzes data to determine students' progress and needs.

•Jacquline De Leon, School Psychologist: Participates in the collection, interpretation and analysis of data to develop data-driven intervention plans. Meets with teachers and parents to provide information and support. Evaluates students for possible placement for either gifted or SWD programs. Reevaluates students for possible dismissal of previous placement programs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/RtI Leadership Team uses the four step problem-solving process (Define,Analyze, Implement,Evaluate) within the RtI framework as a system-wide school improvement model.

Tier I
The MTSS/RtI Leadership Team uses the Tier 1 level problem solving process to set Tier 1 goals and monitors the academic and behavioral data to evaluate progress towards those goals at least three times per year.

The team identifies the discrepancy between what the students are able to do and what we want them to do. The team develops a hypotheses as to why that discrepancy exists and links data-verified instructional changes to those hypotheses. The team measures student(s) response to the adjusted instruction.

The team meets with the grade level teachers through curriculum support data chats to analyze current data identifying strengths and weaknesses. Best practices and strategies are identified (academic/behavior) and implemented with fidelity to ensure student success is achieved and maintained. The team monitors the students' progress.

Professional development needs are identified and opportunities for professional growth provided as needed.

Tier 2

The second level of support consists of supplemental intervention/instruction in addition to and in alignment with effective core instruction and behavioral supports. Tier 2 problem-solving meetings occur regularly.

The team addresses the following:
The amount of additional time needed
The focus of the intervention and support
The specific instructional strategies/behavioral support needed
The method and frequency of progress-monitoring assessments
The evidence of fidelity, and
The sufficiency of intervention/support
Selects students (see SST guidelines) for SST Tier 3 intervention

Collected data is analyzed and drives instruction/intervention based on deficient standards.

Finally, the MTSS/RtI Leadership Team, through End of Year Tier 1 problem-solving, evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades (tested) for support focus or prevention/early intervention efforts.

Title I:

We provide extended learning opportunities to students who require additional remediation through before/after school tutoring programs, the Wonderworks Intervention Program, and computer-based learning. Staff development needs are met through professional development opportunities provided by the District and school-based Professional Learning Communities. In addition, Curriculum Support Meetings are held bi-monthly in order to promote instructional collaboration amongst teachers. Teachers meet regularly to progress monitor students who have been placed on a PMP or have been referred to the Response to Intervention Team. The RTI team identifies student needs and addresses them using research-based intervention strategies, assists in designing and implementing monitoring programs, and provides support for assessment and continued monitoring. Supplemental materials, a Community Involvement Liaison, and Interventionist are funded through Title 1 funds. The Joe Hall faculty, teachers and staff reach out to the community by providing support and resources through monthly workshops and trainings.

Title II: Not Applicable

Title III:
Joe Hall Elementary School utilizes the Title III funds to supplement and enhance the academic program for English Language Learners (ELL). Grant monies are used in the implementation of before/after-school tutoring sessions. The Tutorial Program services all levels of ELL students including Level 5 students who have exited the program within the past two years. Remedial instruction provided in reading, mathematics and writing.

Title VI, Part B: Not Applicable

Title X - Homeless: Joe Hall Elementary has identified a school-based school homeless liaison. Said person has been trained on the McKinney-Vento Law ensuring appropriate services are provided to any homeless students needing assistance based on the School Board Policy VIII.01 Homeless Students.

Supplemental Academic Instruction (SAI): Not Applicable.

Violence Prevention Programs: Not Applicable

Nutrition Programs: Joe Hall Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness policy.

Housing Programs: Not Applicable

Head Start: Not Applicable

Adult Education: Not Applicable

Career and Technical Education: Not Applicable

Job Training: Not Applicable

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Abreu, Cathay	Principal
Clavell, Lisette	Teacher
Esquivel-Garay, Kelly	Education Support Employee
Perez, Isabel	Teacher
Rivera, Ivonne	Education Support Employee
Diehs, Creta	Business/Community
Hernandez, Odette	Parent
Marsha Rogers	Teacher
Nicole Canavan	Teacher
Sailyn Debasa	Teacher
Teresa Quintero	Education Support Employee
Ivette Aguilar	Parent
Aymee Fundora	Teacher
Tanya Diehs	Student
Ruben Hernandez	Student
Natalie Gonzalez	Parent
Isabel Perez	Teacher
Catherine Paez	Teacher
Yusimi Coro	Parent
Damaso Gonzalez	Parent
Liagdami Soto	Parent
Mirta Alvarez	Parent
Virginia Skaarbrevik	Student
Zusel Aguiar	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The 2015-2016 School Improvement Plan for Joe Hall Elementary School was effective as evidenced by our students' performance on the Florida State Assessment in English Language Arts and Mathematics in third through fifth grade, Stanford Achievement Test in Reading and Mathematics for grades K-2, and the FCAT 2.0 Science Assessment in fifth grade. Joe Hall Elementary demonstrated growth in reading, mathematics, and science - all core subject areas. The English Language Learners, Florida Alternative Assessment students, and Students with Disabilities showed an increase in achievement in all core subjects.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (SAC) committee is involved in evaluating the school's performance data and in preparing and developing the school's improvement plan.

In preparing and developing the SIP, the SAC reviewed the recommendations, which were made by

each grade level for the development of the 2016-2017 School Improvement Plan. Each recommendation was considered and suggestions and changes were made as needed.

During the monthly meetings, the SAC members review and discuss current performance data. Based on the data, the SAC members analyze the impact of the strategies implemented to reach the goals as delineated in the SIP.

c. Preparation of the school's annual budget and plan

The School Advisory Council reviews the annual budget. Based on the academic needs of the students, as evidenced by student performance data, the School Advisory Council makes recommendations on appropriating funds.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The school improvement funds for the 2015-2016 school year were used to fund the school's intervention programs. The programs included tutoring before, during, and after school.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Abreu, Cathay	Principal
Montes, Hilda	Teacher, K-12
Debasa, Sailyn	Teacher, K-12
Esquivel, Kelly	Teacher, ESE
Rogers, Marsha	Teacher, K-12
Gonzalez, Natalie	Teacher, K-12
Aguiar, Zusel	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the Literacy Leadership Team is to build school wide capacity in the area of reading knowledge and proficiency. The LLT will focus on areas of literacy concerns across grade levels. The LLT will ensure that the curriculum and instructional strategies are implemented school-wide to enhance student achievement. The main area of focus is to provide embedded collaborative planning and collegial discussions aimed at increasing rigor as required by the Florida State Standards.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Joe Hall builds positive relationships between teachers through:
1. Scheduling common planning across all grade levels
2. Committee assignments
3. Professional Learning Communities
4. Curriculum Support Meetings
5. Share out of "Best Practices"
6. In-house Professional Development

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Regular meetings with early career teachers and teachers new to the school.
2. Partnering of new teachers with mentoring staff.
3. Monitoring and mentoring of pre-service teachers assigned to the school.
4. Opportunities for new teachers and early career teachers to participate in Professional Learning Communities.
5. Professional Development opportunities to promote continual professional growth.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Beginning teachers will participate in the District's MINT program and are assigned a mentor. Early career teachers are paired with an expert teacher in their grade level or department. Planned mentoring activities include professional development, peer observations, lesson modeling, and opportunities for collegial discussions.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Joe Hall ensures its core instructional programs and materials are aligned to the Florida Standards by the use of the District's Pacing Guides, state adopted books and resources, and technology.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Through the use of the following stratagems, Joe Hall ensures that the diverse needs of students are met:
1. The Response to Intervention Process (RtI)
2. Differentiated Instruction within core areas
3. Progress monitoring through Curriculum Support Meetings

The RtI team reviews and analyzes data to evaluate individual students' progress. Instructional strategies are modified as needed. Curricular support is provided, accordingly.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,720

Selected students in grades 3-5 are offered extended learning opportunities, which provide support in Reading, Mathematics, Writing (fourth grade students) and Science (fifth grade students) before and after school. Assistance with home learning assignments is provided in our After School Care program on a daily basis. Enrichment activities, for selected students, in art and music are provided to promote a well-rounded education.

Strategy Rationale

To improve student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Abreu, Cathay, pr2341@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Highly qualified teachers provide the additional learning sessions using district approved supplemental materials and resources. The tutorial team meets with the LLT to discuss the data results from the assessments provided within the tutorial curricular. Changes to instruction are made as needed.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In an effort to transition students from Pre-Kindergarten through 5th grade, Joe Hall Elementary School has established several practices. Before starting their first school year, our kindergarten students and their parents attend an orientation to meet the teachers and tour the school. Each parent is provided with a presentation, packet about registration and other important information they may need to increase their knowledge about Joe Hall, the upcoming school year and their comfort level.

At the end of each school year, our teachers organize activities so that the students can meet the teachers in the next grade level. Students provide information and suggestions to other students who will be in their grade the following school year.

In order to transition our fifth graders into middle school, representatives from our neighboring middle schools visit to provide presentations about the programs that are being offered, expectations, and to answer any questions the students may have.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. `1a`

🔑 G087647

Targets Supported `1b`

Indicator	Annual Target
FSAA Mathematics Achievement	76.0
Math Gains	76.0
Math Lowest 25% Gains	78.0
FSAA ELA Achievement	76.0
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	79.0
FCAT 2.0 Science Proficiency	54.0
AMO Math - All Students	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

Targeted Barriers to Achieving the Goal `3`

- Limited time for collaboration to support effective instructional planning that incorporates higher order questioning strategies to increase the level of cognitive complexity.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Curriculum Support Meetings, Leadership Team, In-house professional development, Pacing Guides, C-PALMS, Discovery Education, Wonders, Wonderworks, Wonders Writer's Workspace, PLCs, experienced teachers, active PTA, parental involvement, departmentalization, Reading Liaison, grade-level chairs, in-house intervention, AR, computer and ESOL lab, ELL/SPED chair, PD Liason, Content Committees, I-Ready, LAFS and MAFS Item Specs, Go Math Resources, Gizmos, Reflex Math and Imagine Learning.

Plan to Monitor Progress Toward G1. `8`

On-going monitoring of the use of the Gradual Release of Responsibility Model during instructional delivery in the instructional block.

Person Responsible

Cathay Abreu

Schedule

Weekly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Walk-through notes/review of minutes, PD attendance and presentation, curriculum support meeting attendance/agenda//minutes, and Data Chats.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

🔑 G087647

G1.B2 Limited time for collaboration to support effective instructional planning that incorporates higher order questioning strategies to increase the level of cognitive complexity. 2

🔑 B232993

G1.B2.S1 Teachers will actively participate in grade level meetings, Curriculum Support Meetings and professional development to discuss/model best practices and plan for strategies/instruction that incorporate activities that engage students through the four Cs: communication, collaboration, creativity and critical thinking. 4

🔑 S245946

Strategy Rationale

By communicating, collaborating, using creativity and thinking critically our students will participate in rigorous lessons that allow them to gain a more thorough understanding of concepts and have a better ability to analyze and synthesize.

Action Step 1 5

Teachers were provided with a professional development workshop: Rigor, High-Quality Instruction.

Person Responsible

Marsha Rogers

Schedule

On 8/30/2016

Evidence of Completion

agenda from meeting, sign-in sheet, photographs, and informational packet

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

During grade level meetings and Curriculum Support Meetings,teachers will collaborate to discuss/ model and plan rigorous lessons that incorporate the four Cs: communication, collaboration, critical thinking and creativity.

Person Responsible

Cathay Abreu

Schedule

Biweekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

agendas from meetings, sign-in sheets from meetings, lesson plans, walk-throughs, informal and formal observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Grade level meetings, Curriculum Support Meetings and professional development will be conducted to discuss/model best practices and plan for strategies/instruction that incorporate activities that engage students through the four Cs: communication, collaboration, creativity and critical thinking.

Person Responsible

Cathay Abreu

Schedule

Biweekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

agendas from meetings, sign-in sheets from meetings, lesson plans, walk-throughs, informal and formal observations, photographs, and informational packets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M331922	On-going monitoring of the use of the Gradual Release of Responsibility Model during instructional...	Abreu, Cathay	9/28/2015	Walk-through notes/review of minutes, PD attendance and presentation, curriculum support meeting attendance/ agenda//minutes, and Data Chats.	6/9/2016 weekly
G1.B2.S1.A1 🔑 A318583	Teachers were provided with a professional development workshop: Rigor, High-Quality Instruction.	Rogers, Marsha	8/30/2016	agenda from meeting, sign-in sheet, photographs, and informational packet	8/30/2016 one-time
G1.B2.S1.MA1 🔑 M331920	Grade level meetings, Curriculum Support Meetings and professional development will be conducted to...	Abreu, Cathay	9/12/2016	agendas from meetings, sign-in sheets from meetings, lesson plans, walk-throughs, informal and formal observations, photographs, and informational packets	6/8/2017 biweekly
G1.B2.S1.MA1 🔑 M331921	During grade level meetings and Curriculum Support Meetings,teachers will collaborate to...	Abreu, Cathay	9/12/2016	agendas from meetings, sign-in sheets from meetings, lesson plans, walk-throughs, informal and formal observations	6/8/2017 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B2 Limited time for collaboration to support effective instructional planning that incorporates higher order questioning strategies to increase the level of cognitive complexity.

G1.B2.S1 Teachers will actively participate in grade level meetings, Curriculum Support Meetings and professional development to discuss/model best practices and plan for strategies/instruction that incorporate activities that engage students through the four Cs: communication, collaboration, creativity and critical thinking.

PD Opportunity 1

Teachers were provided with a professional development workshop: Rigor, High-Quality Instruction.

Facilitator

Marsha Rogers

Participants

28 Teachers

Schedule

On 8/30/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Teachers were provided with a professional development workshop: Rigor, High-Quality Instruction.	$0.00
		Total:	**$0.00**