

Miami-Dade County Public Schools

Joella C. Good Elementary School



2016-17 Schoolwide Improvement Plan

Joella C. Good Elementary School

6350 NW 188TH TER, Hialeah, FL 33015

<http://joella.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	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 Joella C. Good 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.

We accept the responsibility to prepare all students for mastery of positive social behaviors, attitudes and lifelong learning skills, that will elevate them to the world class standards necessary for success in a competitive world.

b. Provide the school's vision statement.

The faculty and staff of Joella C. Good Elementary School envision a school where all learners are given multiple opportunities to develop lifelong skills that will enable them to be productive citizens in a global and technological world.

2. School Environment

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

The school learns about students' cultures and builds relationships between teachers and students in a variety of ways. During the first week of school students are encouraged to share information about themselves with the teacher and peers through mini assignments. Furthermore, the school celebrates various cultures through Hispanic Heritage and Black History months. Administrators, counselors and teachers foster a relationship with parents where they are free to share about the students' culture and build strong healthy relationships between families and school.

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

There is a sense of safety that is created at the school. Upon arrival to the building, parents, teachers, students and guest are welcomed by two security guards that patrol the outer areas of the school. As parents and guest enter the building, they sign in and are put through the Raptor system. Throughout the building, security guards are stationed and teachers are assigned a post. Classroom doors remain locked unless opened by an administrator or by another school personnel. Staff addresses and stops any individual who is not wearing an ID badge and re-routes them to the main office for proper documentation. Students are aware of the policies and procedures within the building and student safety patrol officers set examples for other students to follow.

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.

Joella C. Good Elementary School believes in the implementation of a school-wide progressive discipline plan that aids in minimizing distractions to keep students engaged during instructional time.

Before the school year begins, parents and students are given four opportunities to attend parent orientations. During these orientations the explicit protocols and expectations of the school are shared.

Teachers also participate in on-going professional developments sessions on assertive discipline and

other classroom management techniques. Through the district's initiative of Values Matter and Road Map to Progressive Discipline, teachers are able to develop classrooms rules, rituals and routines that encourage student engagement and positive behavior.

The school-wide initiative of "I Am Good" awards is also part of the school's discipline plan. Teachers nominate students for exhibiting behaviors that directly correlate to a character trait of Values Matter. Students are recognized during the afternoon announcements and are awarded with an "I Am Good" sticker and certificate.

The Code of Student Conduct is implemented for any students committing infractions. Additional services such as in-school counseling or referral to outside agencies are also provided.

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.

Ensuring the social-emotional well-being of the students is something Joella C. Good Elementary School strives for. The school provides students with individual and/or group counseling from the counselor. The counselor also engages the students in classroom lessons related but not limited to proper hygiene, self-esteem, positive interactions with others, etc.

Assemblies on anti-bullying and saying no to drugs are also provided throughout the school year.

In the event that the school is unable to provide specific services, referrals to outside agencies and/or business partners are made so students and their families can be provided with the appropriate services and support.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	8	7	2	4	9	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	4	9	16	15	25	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	1	27	46	15	80	93	0	0	0	0	0	0	0	262

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	7	23	14	35	54	0	0	0	0	0	0	0	134

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

Provide teachers with professional development in rigor.

Contact parents for those students who have been chronically absent, late or excused early and place them on a an attendance contract.

Provide exciting opportunities for students to be rewarded for doing the right thing, therefore encouraging them to be in school and in class to receive instruction.

Provide intervention classes to students scoring Level 1 or 2 on the previous FSA assessment

Provide intervention for students who are considered a level 3 student, but not performing well in class or on other school-wide assessments.

Provide tutoring for students exhibiting deficiencies based on standardized assessments and teacher assessments and observations.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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/315164>.

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.

The school continuously tries to build and improve alliances with the business community and provide opportunities for interaction through activities such as McTeacher night, our annual volunteers breakfast, and Career Day. Businesses sign a formal statement pledging their support for the services or contributions they are making to the school.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Torrens, Mileydis	Principal
Quigley, Donna	Instructional Coach
Arbitman, Melissa	Teacher, K-12
Velasquez, Alejandra	Teacher, K-12
Torrens, Mileydis	Assistant Principal
Webb, Gema	Teacher, K-12
Rodriguez, Elizabeth	Instructional Coach
Dumenigo, Leyani	Teacher, K-12
Hinds, Juliette	Teacher, K-12
Ares-Alvarez, Eileen	Teacher, K-12
Gonzalez, Cristina	Teacher, K-12
Mora, Jeanette	Teacher, K-12
Camacho, Ana	Teacher, K-12

b. Duties

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

The team meets monthly to review progress monitoring data to identify students who are meeting targeted goals, at moderate risk, and at high risk for not meeting standards. In addition, debriefing sessions are held to disseminate student assessment data and to plan for school wide intervention and acceleration activities. Using all the data collected, the team establishes priorities and targets intervention using the problem solving process. Members also attend Professional Learning Communities and grade level meetings to become better informed of the needs of all stakeholders. Members closely monitor the mobility rate of the student population to ensure that the needs of all students are addressed.

The roles and responsibilities of each member are outlined below:

Lizette G. O'Halloran, Principal: Provides explicit information and direction on how to fulfill the school's mission and vision, collaborates with stakeholders to provide teachers with research-based strategies and practices in order to attain higher student achievement, monitors the implementation of RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with all stakeholders regarding school-based RtI plans and activities.

Ms. Mileydis Torrens, Assistant Principal: Assists in providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding schoolbased RtI plans and activities.

Ms. Elizabeth Rodriguez, Instructional Reading Coach: Provides guidance on K-12 reading plan; facilitates and

supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Ms. Juliette Hinds, Teacher/Instructional Reading Liaison: Facilitates professional development in reading, provides hands-on experiences on ways to target the Florida Standards (FLS), communicates the essential components of the district-developed pacing guides and the Item-Specifications, disseminates vital information shared by the Language Arts/Reading Department.

Ms. Donna Quigley, Instructional Mathematics Coach/i-Ready Liaison: Provides collaborative planning meetings focusing on the Item Specifications and FLS, provides data-driven decision as it relates to the pacing of the math lessons, monitors and tracks student performance on informal and formal assessments, develops and facilitates professional development and growth practices, participates in the decision-making process using the Continuous Improvement Model (CIM), evaluates the mathematical programs and reinforces skills needing improvement; provides the coaching cycle and/or one on one assistance to improve student performance, disaggregates data to ensure mathematical standards are being met.

Ms. Jeanette Mora, Technology and Professional Development Liaison: Researches software and hardware that supports the instructional programs at the school, provides on-going professional development and growth practices, collaborates with stakeholders to develop training related to student achievement, ensures computer labs are in full function.

Ms. Cristina Gonzalez, ESOL Chair: Monitors the ESOL program and its compliance components, updates the team on new policies and procedures, identifies strategies, interventions, and best practices that will serve in the best interest of the ESOL student population.

Ms. Melissa Arbitman, Ms. Eileen Ares-Alvarez, Ms. Leyani Dumenigo, Ms. Gema Webb, Ms. Ana Camacho, and Ms. Alejandra Velasquez, Grade Level Chairs (Primary and Intermediate): Provides information about core instruction, participates in collaborative planning sessions, data chats student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities, participate in professional development and growth practices, communicate with all stakeholders regarding student achievement and attainment of the School Improvement Goal.

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 Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times

per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how to identify if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering growth monitoring (GM) data for all interventions and analyzing that data using the Tier 2 problem solving process after each GM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary the supports that are defined in the SIP. Annual goals are translated into growth monitoring (3 times per year) and ongoing growth monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS 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 the impact of support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades' performances and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation and assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families.

School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site.

Instructional Coaches/liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP), the school improvement process and the life of the school and the annual Title I Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Every effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, immigrant, and/or neglected and delinquent students. We currently have 96 immigrant students at Joella C. Good Elementary. The Culture Conversation Club exposes our students through thematic reading and other activities. In addition, immigrant students have the opportunity to participate in Culture Academies for New Americans (CANAs) in order to help them transition from their own culture to the American culture they are now living in.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Currently, Joella C. Good Elementary School has no migrant students.

Title II

Refer to the section 3 of Public and Collaborative Teaching.

Title X- Homeless

The school provides services and support to homeless students and parents. The school's counselor coordinates with Title I and other programs and conducts a comprehensive needs assessment of homeless students to ensure that the unique needs of homeless students are met.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows

the Healthy Food and Beverage Guidelines as adopted in the District's.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts! is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lizette G. O'Halloran	Principal
Alejandra Velasquez	Teacher
Carol Smith	Teacher
Melva Pio	Teacher
Nathalie Vega	Parent
Ketsey Correa	Teacher
Thaimi Payas	Education Support Employee
Mauro Vega	Parent
Jeanette Mora	Teacher
Juana Solorzano	Education Support Employee
Maria Vega	Parent
Mary Martin	Parent
Shantari Moss	Parent
Isis Silva	Parent
Armando Prieto	Business/Community
Yusmila Pena	Parent
Daniella Irving	Business/Community
Juliette Hinds	Teacher
Juditsy Ramos	Parent
Sara Peterseil	Student
Camyr Maddy	Student
Karen Peacock-Chapman	Teacher

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 SAC committee reviewed the school improvement plan from the previous year and made recommendations that are necessary for the new school year.

b. Development of this school improvement plan

The SAC committee is completely involved in developing the school improvement plan. SAC committee members review the data and decide the areas to focus on during the school year.

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

The SAC committee members, based on data from the school improvement plan and the principal's report, decide how the budget for the year will be best utilized.

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

The SAC committee allocated the SAC funds, in the amount of \$4,591, to be used towards the purchase of technology.

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
Torrens, Mileydis	Principal
Quigley, Donna	Instructional Coach
Velasquez, Alejandra	Teacher, K-12
Torrens, Mileydis	Assistant Principal
Rodriguez, Elizabeth	Instructional Coach
Arbitman, Melissa	Teacher, K-12
Webb, Gema	Teacher, K-12
Dumenigo, Leyani	Teacher, K-12
Hinds, Juliette	Teacher, K-12
Ares-Alvarez, Eileen	Teacher, K-12
Mora, Jeanette	Teacher, K-12
Camacho, Ana	Teacher, K-12

b. Duties

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

The team meets with the SAC Committee and the Principal to develop the SIP. The team identifies intervention targets and progress monitoring plans for those students who scored a Level 1 on the 2016 FSA. The Principal and Literacy Leadership Team will meet with teachers either during weekly

meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work samples will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations such as SPED, ELL and sub-groups.

The reading coach, administration, and grade level chairpersons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading coach/literacy liaison will also help with the process of grading, recording, and charting student scores. The reading coach/literacy liaison will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRR. The reading coach/literacy liaison will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school wide focus on literacy and reading achievement by establishing model classrooms and providing professional development.

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.

Each week teachers within the same grade level meet to have collaborative planning with each other and to discuss best practices. The reading and math coaches/liaisons along with an administrator attends the weekly meeting.

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

Joella C. Good Elementary recruits and retains highly qualified, certified-in-field, effective teachers by providing professional development to the staff, as well as providing a mentor teacher for all new teachers.

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

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Each new teacher to the building receives a mentor teacher and a New Teacher Orientation at the school site. The mentor teacher and the new teacher meet monthly to review important details about the school and best practices in teaching. The mentors are selected from those teachers that have participated in the MINT program and are in the same grade level or teach the same or similar subjects.

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.

The school uses district developed pacing guides, along with the resources provided in the document and state developed item specifications to ensure alignment with the Florida standards.

In order to ensure the alignment of the aforementioned, collaborative planning sessions take place where the instructional coaches/liaisons and administration guide and support teachers. Through informal walkthroughs, instructional rounds and formal observations, the alignment between the core instructional programs, materials and the Florida Standards is also measured.

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.

The school uses data to meet the diverse needs of students in a variety of ways. Data from district and standardized assessments as well as I-Ready are analyzed. During data disaggregation meetings held with teachers, grade levels, and the Literacy Leadership Team, commonalities, trends, and areas of strengths and weaknesses are identified.

Based on the results, teachers group students accordingly in order to service them through the differentiated groups established in the classrooms or for intervention. In the event that a child needs an extension to the regular school day, he/she is recommended for after school tutoring.

The leadership team also uses the data to determine learning gains and appropriate placement for instructional staff, as well as developing the intervention programs. Response to the data is usually immediate and may include professional development, change in standards being taught, additional support to the teachers or a change in schedule.

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: 4,800

The afterschool tutorial program is designed to target students in the areas in need of improvement as identified by the data. Teachers service students in a small group setting utilizing research-based materials that explicitly address the deficiencies students have in the core subjects.

Strategy Rationale

The rationale of having the after school tutorial program is so students can have additional opportunities to develop the areas in need of improvement and close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mora, Jeanette, j_mora@dadeschools.net

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

Data is collected through a pre and post-test that is administered for those students in the afterschool program in order to measure their growth.

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. Â§ 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.

Joella C. Good Elementary School has a Montessori Magnet Program consisting of approximately 234 students of which twenty-two are in Pre-Kindergarten. The Montessori Pre-Kindergarten class is funded by the Office of Schools of Choice and Parental Options. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, instructional rounds, observations, assessments and site-visits from the Office of Schools of Choice and Parental Options, and it abides by the American Montessori Society guidelines. Through these means, at-risk students are targeted early for further intervention. Once areas in need are known, certified American Montessori Society (AMS), Montessori teachers, and paraprofessionals work with the students by providing individualized instruction in all academic areas.

The Department of Early Childhood Programs, Transition to Kindergarten, are emphasizing the importance of "readiness to start school" through the enactment of State and National legislation. Research suggests that poor transitions from home tend to slow normal rates. These findings tell us that children's brains "shut down" when children are under high levels of stress or anxiety. In communities such as ours, which are represented by many diverse cultures and languages, stress and anxiety experienced by a five-year-old entering school from childcare programs and from homes can be overwhelming. Therefore, we will attend Professional Development Opportunities that are offered to kindergarten personnel in order to gain new insight and ideas regarding kindergarten students and their developmental needs.

Kindergarten teachers will use the FLKRS school readiness test to assess all students' readiness skills within the first thirty days of school. FLKRS includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. These data are used to calculate a student's Probability of Success in Reading score. Furthermore, I-Ready is also used school wide to monitor student progress in the basic literacy skills. The I-Ready also measures Letter Naming and Phonemic Awareness in Kindergarten. I-Ready is administered three times a year with ongoing progress monitoring of at risk students.

The Montessori Pre-Kindergarten classroom is participating in activities with the general education curriculum, such as breakfast and lunch sessions and general assemblies. The Pre-Kindergarten classroom facilitates the articulation process from Pre-Kindergarten to Kindergarten. Throughout the school year, Pre-Kindergarten students spend time working on a myriad of activities presented according to the appropriateness and achievement level of the student regardless of age. Montessori education aims to provide for the unique developmental needs of each child as they emerge. Montessori teachers spend a great deal of their time observing children. Scientific observations of the child's development is constantly carried out and recorded by the teacher. These observations are made on the level of concentration of each child, the introduction to and mastery of each piece of material, and the social development and physical health. Opportunities for the familiarization of the personality of the child are considered as important as academic education. Children are given the opportunity to take care of themselves, each other, and the environment through activities which include gardening, cooking, building, moving gracefully and speaking politely.

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. Â§ 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

G087682

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	

Targeted Barriers to Achieving the Goal 3

- Lack of correlation between Florida Standards, instructional activities, and assessments in all core subject areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Reading Coach, Reading Liaison, Math Coach, Science leader, McGraw Hill WonderWorks Intervention Program, Go Math text, Scotts Foresman text, P-Sell resources, FSA Task Cards developed by the District, FSA Item Specifications, Instructional Tools located in the District Pacing Guides, McGraw Hill Materials & Leveled Readers, Grade Level Chairs, Common Planning Times, Monthly Grade Level Chair and Literacy Leadership Team Meetings, Promethean Boards in all Classrooms, Computers in Classrooms, 4 Computer Labs, After School Tutoring (3rd-5th Grade Starting in Oct), I-Ready, Reflex, Imagine Learning.

Plan to Monitor Progress Toward G1. 8

Data disaggregation of District Interim and State Assessments, as appropriate.

Person Responsible

Mileydis Torrens

Schedule

Quarterly, from 10/31/2016 to 6/9/2017

Evidence of Completion

Data charts, assessment results

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. 1

 G087682

G1.B4 Lack of correlation between Florida Standards, instructional activities, and assessments in all core subject areas. 2

 B233114

G1.B4.S1 Provide collaborative planning sessions focusing on the utilization of item specifications and correlating them with the Florida Standards. 4

 S246047

Strategy Rationale

Make connections between what the standards measure and the content limits by grade level.

Action Step 1 5

Meet weekly with teachers and instructional coaches/liaison to effectively plan for the correlation of standards, activities, and assessments.

Person Responsible

Mileydis Torrens

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Lesson plans

Action Step 2 5

Provide on-going training on the standards and item specifications.

Person Responsible

Mileydis Torrens

Schedule

Every 2 Months, from 10/24/2016 to 6/9/2017

Evidence of Completion

Follow-up activity identifying activities and assessments that correlate to specific Florida Standards.

Action Step 3 5

Utilize the district-provided resources to correlate the activities and the assessments to the Florida Standards.

Person Responsible

Mileydis Torrens

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Integration of district-developed resources to the instructional delivery.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Provide common planning time so teachers and instructional coaches/liaison can develop effective lesson plans.

Person Responsible

Mileydis Torrens

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Teacher-developed lesson plans; coaches' logs; grade level planning session minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Participate in data chat meetings to discuss student performance and make adjustments to instructional programs.

Person Responsible

Mileydis Torrens







Schedule

Every 2 Months, from 1/16/2017 to 6/9/2017

Evidence of Completion

Formal and informal assessment data; grade level planning session meeting; data protocol sheet; teacher-developed lesson plans

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  M332153	Data disaggregation of District Interim and State Assessments, as appropriate.	Torrens, Mileydis	10/31/2016	Data charts, assessment results	6/9/2017 quarterly
G1.B4.S1.MA1  M332151	Participate in data chat meetings to discuss student performance and make adjustments to...	Torrens, Mileydis	1/16/2017	Formal and informal assessment data; grade level planning session meeting; data protocol sheet; teacher-developed lesson plans	6/9/2017 every-2-months
G1.B4.S1.MA1  M332152	Provide common planning time so teachers and instructional coaches/ liaison can develop effective...	Torrens, Mileydis	8/29/2016	Teacher-developed lesson plans; coaches' logs; grade level planning session minutes	6/9/2017 weekly
G1.B4.S1.A1  A318848	Meet weekly with teachers and instructional coaches/liaison to effectively plan for the correlation...	Torrens, Mileydis	8/29/2016	Lesson plans	6/9/2017 weekly
G1.B4.S1.A2  A318849	Provide on-going training on the standards and item specifications.	Torrens, Mileydis	10/24/2016	Follow-up activity identifying activities and assessments that correlate to specific Florida Standards.	6/9/2017 every-2-months
G1.B4.S1.A3  A318850	Utilize the district-provided resources to correlate the activities and the assessments to the...	Torrens, Mileydis	8/29/2016	Integration of district-developed resources to the instructional delivery.	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B4 Lack of correlation between Florida Standards, instructional activities, and assessments in all core subject areas.

G1.B4.S1 Provide collaborative planning sessions focusing on the utilization of item specifications and correlating them with the Florida Standards.

PD Opportunity 1

Provide on-going training on the standards and item specifications.

Facilitator

Donna Quigley; Juliette Hinds; Elizabeth Rodriguez; Jeanette Mora

Participants

All teachers

Schedule

Every 2 Months, from 10/24/2016 to 6/9/2017

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B4 Lack of correlation between Florida Standards, instructional activities, and assessments in all core subject areas.

G1.B4.S1 Provide collaborative planning sessions focusing on the utilization of item specifications and correlating them with the Florida Standards.

TA Opportunity 1

Utilize the district-provided resources to correlate the activities and the assessments to the Florida Standards.

Facilitator

Donna Quigley; Juliette Hinds; Elizabeth Rodriguez

Participants

All teachers

Schedule

Weekly, from 8/29/2016 to 6/9/2017

VII. Budget

1	G1.B4.S1.A1	Meet weekly with teachers and instructional coaches/liaison to effectively plan for the correlation of standards, activities, and assessments.	\$0.00
2	G1.B4.S1.A2	Provide on-going training on the standards and item specifications.	\$0.00
3	G1.B4.S1.A3	Utilize the district-provided resources to correlate the activities and the assessments to the Florida Standards.	\$0.00
Total:			\$0.00