

Miami-Dade County Public Schools

Joe Hall Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	26
Budget to Support Goals	0

Joe Hall Elementary School

1901 SW 134TH AVE, Miami, FL 33175

<http://joehall.dadeschools.net>

Demographics

Principal: Yamberli Cruz N

Start Date for this Principal: 7/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (62%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	0

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Abreu, Cathay	Principal	Successfully lead and support the implementation of the school improvement plan. Engage stakeholders and encourage collaboration in the school's decision-making process.
Aguiar, Zusel	Assistant Principal	Successfully lead and support the implementation of the school improvement plan. Engage stakeholders and encourage collaboration in the school's decision-making process.
Esquivel, Kelly	Teacher, ESE	Serve as an instructional leader and support the implementation of the school improvement plan. Engage stakeholders and encourage collaboration in the school's decision-making process.
Kelly, Georgina	ELL Compliance Specialist	Serve as an instructional leader and support the implementation of the school improvement plan. Engage stakeholders and encourage collaboration in the school's decision-making process.
Loguzzo, Carla	Teacher, K-12	Serve as an instructional leader and support the implementation of the school improvement plan. Engage stakeholders and encourage collaboration in the school's decision-making process.
Graper, Vanessa	Teacher, ESE	Serve as an instructional leader and support the implementation of the school improvement plan. Engage stakeholders and encourage collaboration in the school's decision-making process.
Paez, Catherine	Teacher, PreK	Serve as an instructional leader and support the implementation of the school improvement plan. Engage stakeholders and encourage collaboration in the school's decision-making process.

Demographic Information

Principal start date

Tuesday 7/1/2008, Yamberli Cruz N

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

353

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	52	63	63	56	64	0	0	0	0	0	0	0	353
Attendance below 90 percent	9	10	9	8	6	3	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	3	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	1	0	2	0	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	10	25	21	9	12	0	0	0	0	0	0	0	77
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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	
Number of students enrolled	51	68	59	56	68	86	0	0	0	0	0	0	0	388
Attendance below 90 percent	10	10	7	7	3	10	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	1	1	0	2	0	0	0	0	0	0	0	10
Course failure in Math	0	1	0	1	1	7	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	0	1	2	16	0	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	62%	57%	68%	62%	56%
ELA Learning Gains				71%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				71%	58%	53%	53%	59%	48%
Math Achievement				78%	69%	63%	75%	69%	62%
Math Learning Gains				79%	66%	62%	70%	64%	59%
Math Lowest 25th Percentile				55%	55%	51%	57%	55%	47%
Science Achievement				62%	55%	53%	54%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	60%	3%	58%	5%
Cohort Comparison						
04	2021					
	2019	81%	64%	17%	58%	23%
Cohort Comparison		-63%				
05	2021					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	67%	-1%	62%	4%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-66%				
05	2021					
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	53%	9%	53%	9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-5 will use iReady data from AP1 for Fall, AP2 for Winter, and AP3 for Spring to progress monitor ELA and Mathematics. The Science Baseline and Mid-Year Assessment will be use to progress monitor grade 5 Science.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.3	45.3	60.4
	Economically Disadvantaged	22.9	41.3	54.3
	Students With Disabilities	0	8.3	25.0
	English Language Learners	0	23.1	30.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.8	35.8	49.1
	Economically Disadvantaged	18.8	28.3	45.7
	Students With Disabilities	0	0	8.3
	English Language Learners	15.4	23.1	23.1

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.6	46.3	64.8
	Economically Disadvantaged	34.9	46.5	65.1
	Students With Disabilities	27.3	9.1	18.2
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.5	37.0	51.9
	Economically Disadvantaged	34.9	37.2	51.2
	Students With Disabilities	18.2	0	27.3
	English Language Learners	0	0	0
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56.9	68.6	80.4
	Economically Disadvantaged	58.7	73.9	82.6
	Students With Disabilities	22.2	33.3	55.6
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.4	51.0	66.7
	Economically Disadvantaged	34.8	56.5	67.4
	Students With Disabilities	0	22.2	22.2
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.3	55.0	50.0
	Economically Disadvantaged	43.8	56.3	47.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.0	48.3	61.7
	Economically Disadvantaged	42.6	52.1	64.6
	Students With Disabilities	0	9.1	18.2
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.0	48.7	53.2
	Economically Disadvantaged	36.7	46.7	55.0
	Students With Disabilities	5.6	5.6	16.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.5	47.4	60.5
	Economically Disadvantaged	25.0	41.7	57.6
	Students With Disabilities	0	11.1	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	18.0	0
	Economically Disadvantaged	0	16.0	0
	Students With Disabilities	0	0.0	0
	English Language Learners	0	11.0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	41	50	38	27	27	26				
ELL	67	63	77	57	34	27	43				
HSP	68	62	59	61	32	28	49				
FRL	66	61	67	59	30	29	46				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	57	63	55	74	62	39				
ELL	63	69	64	72	77	53	48				
HSP	71	72	70	78	79	55	60				
FRL	67	69	70	74	75	55	52				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	42	41	47	48	32	33				
ELL	57	59	57	61	58	55	22				
HSP	68	59	51	74	70	57	56				
FRL	65	58	58	71	66	55	55				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 Data Findings:

All ELA Subgroups Proficiency Achievement increased except for 3rd grade which decreased by 1 percentage point.

The ELL Subgroup Achievement was the least proficient at 41 percentage points as compared to SWD at 46 percentage points and ED at 67 percentage points.

All Math Subgroups Proficiency Achievement increased.

All Math Subgroups overall Learning Gains increased across all grade levels except 3rd grade which decreased by 12 percentage points.

2021 Data Findings:

ELA proficiency decreased by 6 percentage points from 2019 to 2021.

Math proficiency decreased by 17 percentage points from 2019 to 2021.

Science proficiency decreased by 14 percentage points from 2019 to 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 Data Findings:

The majority of the ELL subgroup demonstrates the least learning gains in ELA at 41 percentage points in comparison to SWD at 46 percentage points and ED at 67 percentage points.

2021 Data Findings:

Progress monitoring data in ELA indicates that students in grade 4 showed the least amount of growth and proficiency.

Progress monitoring data in Math indicates that students in grade 1 showed the least amount of growth and proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019 Data Findings:

For the past 3 years, we have focused implementing ESOL strategies and data driven instruction to

increase the acquisition of language. We will continue to support this while developing teachers' ESOL strategies and utilize Imagine Learning with fidelity. Students will be offered Title III tutoring afterschool.

2021 Data Findings:

Lack of academic growth for grade 1 mathematics could be improved through the use of manipulatives.

The lack of leisure reading is a contributing factor for the limited growth in ELA 4th grade. AR will be implemented to increase and encourage leisure reading.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 Data Findings:

Science proficiency increased from 53 percentage points in 2018 to 62 percentage points on the 2019 FSA.

2021 Data Findings:

Progress monitoring data in ELA indicates that students in grade 3 showed the greatest amount of growth and proficiency.

Progress monitoring data in Math indicates that students in grade 3 showed the greatest amount of growth and proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019 Data Findings:

We implemented the J & J Science Boot Camp within the school day as well as an afterschool enrichment program.

2021 Data Findings:

Collaborative planning by the 3 grade team was a contributing factor in the increased ELA and Math progress monitoring scores.

What strategies will need to be implemented in order to accelerate learning?

Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards Based Collaborative Planning, Interventions-RTI.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction. Aligning resources and intervention strategies to small group instruction. Tackling OPM data chats with individualized feedback.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will meet as a Leadership Team biweekly. The Leadership Team will meet monthly to conduct data conferences with grade levels. Collaborative planning will be scheduled weekly and a member to the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extend Learning opportunities will be provided during interventions as well as after school tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Intervention. We selected the overarching area of Intervention based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. In 2019, 71% of our students in ELA L25 subgroup demonstrated learning gains as compared to 61% in 2021. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to provide intervention based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome: If we successfully implement Intervention, then our L25 students will increase by a minimum of 5 percentage points evidenced by the 2022 ELA FSA Assessment.

Monitoring: The leadership team will conduct data chats, adjust groups based on current data and follow-up with regular walkthroughs.

Person responsible for monitoring outcome:

Zusel Aguiar (zaguiar@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Intervention, our school will focus on the evidence-based strategy of Data Driven Instruction. Reading Horizons will be implemented with fidelity and OPM data will be monitor to observe student progress.

Rationale for Evidence-based Strategy:

Data Driven instruction and the implementation of the Reading Horizons interventions will ensure that teachers will align lessons that are geared to student needs.

Action Steps to Implement

8/31-10/11 Teachers will identify Intervention groups, develop classrooms systems, and student folders. As a result, administration and teachers will have a system in place to monitor students' academic growth.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

8/31-10/11 Teachers will implement lessons that are inclusive of Intervention instruction. As a result, teachers will have lesson plans that reflect Intervention instruction.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

8/31-10/11 Teachers will use appropriate resources for intervention instruction. As a result, teachers will have resources that reflect research based intervention practices.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

8/31-10/11 Teachers will track data to monitor student progress and adjust as necessary. As a results, student needs will be met.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

11/1-12/21 Teachers will use i-Ready Reading Diagnostic AP1 data and the K-5 Assessment Curriculum Decision Trees to make necessary changes within the intervention groups. As a result, students needs will be met.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

11/1-12/21 Teachers will implement and use the Reading Horizons program with fidelity after receiving professional development on best practices. As a result, teachers will have lesson plans that will reflect best practices.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Differentiation Instruction. We selected the overarching area of Differentiation Instruction based on our findings that Mathematics Proficiency decreased. In 2019, 78% of students were proficient in Mathematics as compared to 61% in 2021. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to provide differentiation instruction based on the levels of the students we serve. We will provide the scaffolding necessary to close gaps and access grade-level content in order to improve proficiency.

Measurable Outcome:

If we successfully implement Differentiation Instruction with fidelity, then our students will increase by a minimum of 3 percentage points evidenced by the 2022 FSA Mathematics Assessment.

Monitoring:

The leadership team will conduct data chats, adjust groups based on current data and follow-up with regular walkthroughs.

Person responsible for monitoring outcome:

Cathay Abreu (pr2341@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiated Instruction, our school will focus on the evidence-based strategy of Data Driven Instruction. Data from Math Topic Assessments will be used to adjust instruction and close gaps.

Rationale for Evidence-based Strategy:

Data Driven instruction and the implementation of the pacing guide with fidelity will ensure that teachers will align lessons to meet student needs and close learning gaps.

Action Steps to Implement

8/31-10/11 Teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders and identify DI groups. As a result, administration and teachers will have a system in place to monitor students' academic growth.

Person

Responsible Cathay Abreu (pr2341@dadeschools.net)

8/31-10/11 Teachers will use appropriate resources for DI instruction. As a result, teachers will have resources that reflect research based DI Instruction.

Person

Responsible Cathay Abreu (pr2341@dadeschools.net)

8/31-10/11 Teachers will develop lessons that are inclusive of DI instruction. As a result, teachers will have lesson plans that reflect DI instruction.

Person

Responsible Cathay Abreu (pr2341@dadeschools.net)

8/31-10/11 Teachers will track data to monitor student progress and adjust as necessary. As a result, student needs will be met.

Person

Responsible Cathay Abreu (pr2341@dadeschools.net)

11/1-12/21 Teachers will use i-Ready Mathematics Diagnostic AP1 and have data chats with students. Teachers will use data to make necessary changes in DI groups. As a result, students needs will be met.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

11/1-12/21 Teachers will implement and monitor with fidelity the IXL Mathematics Grades K-12 Program. As a result, learning gaps will be closed.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, our school will implement the Attendance Action Plan to track student absences.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives our student attendance will increase by 3 percentage points by June 2022.
Monitoring:	The Leadership Team and the Community Involvement Specialist will work to connect with families who struggle with attendance and identify the root cause for absences and provide support.
Person responsible for monitoring outcome:	Cathay Abreu (pr2341@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The Attendance Action Plan will provide the Leadership Team a systematic approach to identify attendance issues, provide support, and rewards.
Action Steps to Implement	
8/31-10/11 Leadership Team will develop an Attendance Action Plan. As a result, the Attendance Action Plan will be implemented and student attendance will improve.	
Person Responsible	Cathay Abreu (pr2341@dadeschools.net)
8/31-10/11 Leadership Team will review attendance data and track student absences. As a result, the Leadership Team will involve the counselor and the CIS to follow-up with student absences.	
Person Responsible	Cathay Abreu (pr2341@dadeschools.net)
8/31-10/11 Counselor and CIS will connect with families, identify root cause of absences and provide support. As a result, root causes will be identified and families will be provided support to increase student attendance.	
Person Responsible	Cathay Abreu (pr2341@dadeschools.net)
8/31-10/11 Leadership Team will provide students with incentives. As a result, students attendance will improve.	
Person Responsible	Cathay Abreu (pr2341@dadeschools.net)
11/1-12/21 Music teacher will teach the lyrics to Attendance Song. The song is played on morning announcements. As a result, students are motivated to be in attendance.	

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

11/1-12/21 Classrooms with 100% attendance will be recognized on morning announcements. The class with the most 100% attendance will receive a popsicle party at the end of each quarter. As a result, students attendance will improve.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on the qualitative data from the School Climate survey, our school will implement the Targeted Element of Leadership Development. Only 35% of our teachers agreed to school personnel work together as a team, while 62% strongly agreed. In order to develop teacher leaders we will create Leadership Committees which will spearhead academic school initiatives such as Literacy, Family Engagement, Science and Math, Technology, and Writing to enhance the shared vision for the school and foster leadership roles.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, teacher leaders assigned to each of the committees and will provide faculty members the opportunity to participate in one committee. Teachers will have the opportunity to work together as a team. The percentage of teachers in leadership roles and teambuilding will increase by at least 5% in the climate survey during the 2021-2022 school year.

Monitoring: The Teacher Leaders/Committee Chairpersons will communicate monthly with all stakeholders the initiatives and Action Plan which their committees will implement during the school year.

Person responsible for monitoring outcome: Cathay Abreu (pr2341@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Leadership Development, we will focus on teambuilding through the Leadership Committees. Teacher Leaders and committee members will meet monthly with their committees and develop an Action Plan which will include; timelines, goals, and implementation steps.

Rationale for Evidence-based Strategy: Involving faculty to participate in the Leadership Committees will provide leadership roles and opportunities for school personnel to work together as a team to carry out the vision and mission of the school.

Action Steps to Implement

8/31-10/11 Teachers will sign up to be teacher leaders and committee members. As a result, teachers will leaders will develop.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

8/31-10/11 The committees will meet to develop goals and timeline. As a result, there will be increased teacher involvement.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

8/31-10/11 The committees will meet to develop and Action Plan. As a result, the committee timeline and goals will be met.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

8/31-10/11 The committees will implement their Action Plan and report back to all stakeholders. As a result, there will be an increase sense of collegiality and collaboration amongst the teachers.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

11/1-12/21 The committees will place their Action Plan in motion by setting dates for the various activities and reporting back to all stakeholders. As a result, there will be an increased sense leadership and teambuilding amongst the teachers.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

11/1-12/21 Committee members have identified academic strengths and taken the initiative to share resources, strategies and provide support to colleagues. As a result, there will be increased collegiality and collaboration amongst the teachers.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using the safe schools website, Joe Hall Elementary shows that no incident was reported to the Florida DOE in 2019-2020. The school counselor will provide lessons in Bullying and Harassment to provide students with tools to handle different situations. The Values Matters program will be implemented by presenting students with the different values and setting behavior expectations.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are Shared Vision and Mission, Family Engagement and Celebrate Successes. Our school provides ample opportunities to demonstrate Shared Vision and Mission through the initiatives put forth by the Family, Staff, Student Engagement Committee. Family Engagement are provided through various activities such as, Literacy Night, Parent-Student Night and Young Author's Showcase. We acknowledge and honor all students' growth and successes through morning announcements, Honor Roll, Student of the Month, iReady Super Joeys, Accelerated Reader Celebrations and Jumpstart Joeys.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Administration, Leadership Team, Teacher Leaders, Counselor and Support Staff. The administration will monitor and oversee the school's initiatives and continue to promote a positive school culture. The Leadership Team will facilitate and promote the implementation of the administration's initiatives. The Teacher Leaders, Counselor and Support Staff are responsible for making specific efforts to connect and build relationships with students, parents and families.