Joella C. Good Elementary School

2021-22 Schoolwide Improvement Plan

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Joella C. Good Elementary School

6350 NW 188TH TER, Hialeah, FL 33015

http://joella.dadeschools.net

Demographics

Principal: Mileydis Torrens

Start Date for this Principal: 8/1/2006

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)	100%
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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (62%) 2016-17: B (60%)
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.

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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	83%

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff and community believe that all students can and will learn. 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.

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.

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
Torrens, Mileydis	Principal	The Principal oversees and manages instructional and operational aspects of the learning environments and school building.
Riol, Elizabeth	Assistant Principal	The Assistant Principal is an extention of the principal to support the vision and mission of the school as well as collaborate with teachers parents and students to ensure student achievement.
Hinds, Juliette	Reading Coach	To generate improvement in reading instruction and reading achievement by conducting on-site, on-going literacy- related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; and supporting school-wide progress monitoring programs.
Quigley, Donna	Math Coach	To generate improvement in math instruction and math achievement by conducting on-site, on-going related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; and supporting school-wide progress monitoring programs.

Demographic Information

Principal start date
Tuesday 8/1/2006, Mileydis Torrens

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.*

32

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.*

22

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

911

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

2

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

2

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	78	126	146	157	170	169	0	0	0	0	0	0	0	846
Attendance below 90 percent	5	18	14	19	22	13	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	21	21	24	18	0	0	0	0	0	0	0	86
Course failure in Math	0	2	7	9	18	28	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	23	50	59	22	31	0	0	0	0	0	0	0	187

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	2	2	7	15	17	22	0	0	0	0	0	0	0	65

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	2	3	0	10	5	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 7/19/2021

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	128	151	151	181	178	178	0	0	0	0	0	0	0	967
Attendance below 90 percent	18	15	16	24	14	22	0	0	0	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	22	12	28	23	17	0	0	0	0	0	0	0	102
Course failure in Math	0	9	4	19	33	41	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	13	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17

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	2	9	7	21	27	28	0	0	0	0	0	0	0	94

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	2	3	0	10	4	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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				73%	62%	57%	65%	62%	56%
ELA Learning Gains				69%	62%	58%	68%	62%	55%
ELA Lowest 25th Percentile				62%	58%	53%	67%	59%	48%
Math Achievement				77%	69%	63%	72%	69%	62%
Math Learning Gains				77%	66%	62%	67%	64%	59%
Math Lowest 25th Percentile				62%	55%	51%	41%	55%	47%
Science Achievement				65%	55%	53%	55%	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	66%	60%	6%	58%	8%
Cohort Comparison						
04	2021					
	2019	74%	64%	10%	58%	16%
Cohort Comparison		-66%				
05	2021					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	67%	10%	62%	15%
Cohort Comparison						
04	2021					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-77%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-78%				

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.

The progress monitoring tool utilized by kindergarten through 5th grade to compile the data below for Reading and Math is i-Ready. Grade 5 will also utilize Perfromance Matter to complie Science data.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.4%	48.5%	66.9%
	Economically Disadvantaged	44.8%	48.3%	63.8%
	Students With Disabilities	28.6%	42.9%	57.1%
	English Language Learners	13.3%	20.0%	33.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.4%	36.2%	60.8%
	Economically Disadvantaged	25.0%	36.2%	58.6%
	Students With Disabilities	14.3%	28.6%	42.9%
	English Language Learners	7.1%	6.7%	40.0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.6%	54.9%	69.9%
	Economically Disadvantaged	34.5%	54.4%	69.3%
	Students With Disabilities	10.0%	30.0%	60.0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.6%	40.6%	61.7%
	Economically Disadvantaged	17.6%	38.6%	58.8%
	Students With Disabilities	20.0%	10.0%	40.0%
	English Language Learners	20.0%	0%	20.0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60.7%	75.6%	85.7%
	Economically Disadvantaged	59.7%	74.5%	85.2%
	Students With Disabilities	0%	29.4%	52.9%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.0%	55.4%	74.4%
	Economically Disadvantaged	25.5%	53.7%	72.5%
	Students With Disabilities	0%	41.2%	47.1%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.3%	57.1%	63.0%
	Economically Disadvantaged	48.1%	54.1%	59.3%
	Students With Disabilities	8.3%	16.7%	16.7%
	English Language Learners	14.3%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.7%	51.5%	68.1%
	Economically Disadvantaged	25.7%	49.6%	64.4%
	Students With Disabilities	9.1%	25.0%	33.3%
	English Language Learners	0%	14.3%	57.1%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.2%	54.6%	63.1%
	Economically Disadvantaged	44.2%	48.6%	58.5%
	Students With Disabilities	21.1%	20.0%	27.8%
	English Language Learners	0%	15.8%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.0%	52.1%	71.6%
	Economically Disadvantaged	28.4%	48.6%	67.9%
	Students With Disabilities	23.5%	26.3%	38.9%
	English Language Learners	0%	0%	20.0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0%	46.0%	0%
	Economically Disadvantaged	0%	42.0%	0%
	Students With Disabilities	0%	11.0%	0%
	English Language Learners	0%	15.0%	0%

Subgroup Data Review

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	33	33		15	19	30	29				
ELL	58	52	44	47	36	35	52				
BLK	63	40		52	13		53				
HSP	65	54	44	54	34	30	59				
WHT	80			70							
FRL	62	49	41	51	25	25	53				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	38	48	46	44	62	60	17				
ELL	64	64	64	67	73	63	63				
BLK	70	75	67	78	79	65	63				
HSP	72	65	60	76	76	62	64				
WHT	92			92							
FRL	70	69	64	75	77	65	61				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	15	50	60	9	24	20					
ELL	50	69	71	61	63	42	32				
BLK	67	68	68	73	67	35	48				
HSP	62	67	65	70	66	43	57				
WHT	75			83							
FRL	62	69	70	69	65	41	51				

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	50
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	65
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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	
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	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
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?

The school to district comparison shows a decrease in the Achievement gap from 3rd to 5th grade in both ELA and Math.

In 2019 the school overall ELA proficiency on the FSA increased by 8 percentage points. In 2021 the overall ELA Proficiency decreased by 5 percentage points.
In 2019 the school overall Math proficiency increased by 5 percentage points. In 2021 the overall math Proficiency decreased by 23 percentage points.
In 2019 the overall Science proficiency increased by 10 percentage points. In 2021 the overall science decreased by 7 percentage points.

The school to school comparisons shows a decrease in the Achievement gap from 3rd to 5th grade in both ELA and Math for the 2021 FSA.

From 2019 to 2021 ELA Learning Gains decreased 16 percentage points.
From 2019 to 2021 ELA Learning Gains for the Lowest 25% decreased 17 percentage points.
From 2019 to 2021 Math Learning Gains decreased 47 percentage points.
From 2019 to 2021 Math Learning Gains for the Lowest 25% decrease 34 percentage points.

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

Based off progress monitoring and 2021 state assessments, the data component that demonstrates the greatest need for improvement in ELA is the overall Learning Gains which decreased 16 percentage points from 2019.

Based off progress monitoring and 2021 state assessments, the data component that demonstrates

the greatest need for improvement in Math is the overall Learning Gains which decreased 47 percentage points from 2019.

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

The contributing factors over the last 3 years we have focused on is related to data-driven Instruction. We will continue to utilize information gathered from learning results to determine what comes next in instruction for students within a classroom by examining data that comes through formative and summative assessments. This action will be enhanced through a focus on weekly collaborative planning meetings which will highlight student data in order to measure the effectiveness of instructional practices as well as the use and implementation of district resources. Data analysis will be carried out through teachers' use of student performance data in order to inform instructional planning and delivery of specific standards to target during instruction throughout the year. To ensure Standards-Aligned Instruction teachers will utilize key learning objectives, the criteria for mastery, weekly/bi-weekly tests to assess student mastery, well-designed learning activities aligned to learning objectives, and the use of district and supplemental resources.

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

Math Learning Gains from our Lowest 25% increased from 41 percentage points in 2018 to 62 percentage points on the 2019 FSA.
ELA overall Learning Gains increased from 65 percentage points in 2018 to 73 percentage points on the 2019 FSA
Science FCAT proficiency increased by 10 percentage points on the 2019 state wide assessment.
Math 2020-2021 i-Ready Tier 1 data indicated an increase of 38 percentage points when comparing AP1 to AP3.
ELA 2020-2021 i-Ready Tier 3 data indicated a decrease of 5 percentage points when comparing AP1 to AP3.

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

The contributing factors to this improvement was to involve all stakeholders in identifying and applying appropriate expectations and sustaining a commitment to students as evidenced by the goal setting protocols set at the beginning of the school year, engaging in data chats with students, teachers and parents, and providing continuous and consistent progress monitoring protocols. We consistently used collaborative planning protocols as well as school wide practice of on-going progress monitoring and data chats, as well as the fidelity of interventions, the careful design of after-school and before tutorial programs, and consistent differentiated instruction in the classrooms.

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

The strategies that will need to be implemented in order to accelerate learning is to ensure Standards-Aligned Instruction is utilized by teachers to reinforce key learning objectives, the criteria for mastery, weekly/bi-weekly tests to assess student mastery, well-designed learning activities aligned to learning objectives, and the use of district and supplemental resources. Data-driven Instruction will also be utilized and information will be gathered from learning results to determine what comes next in instruction for students within a classroom by examining data that comes through formative and summative assessments.

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 on using data to drive instruction (September/21), Aligning resources to whole group and PLCs for small group instruction (D.I) (October/21), Tracking and responding to OPM data (November/21), making adjustments to groups as data becomes available (February/22) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly with the instructional coaches to ensure fidelity to the strategies being implemented schoolwide that are aligned to the grade specific standards. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as continuing the National Honors Society, Future Educators of America as well as the Robotics Club.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Based on the data from the School Climate Survey, 68 percent of teachers feel there is a lack of support and concern from parents. This Resources and Support System is a result of the critical need for parent involvement. Our school's focus on family engagement and the creation of partnerships, or connections between families, are important for promoting student well-being and success. With a greater focus on fostering more meaningful and personal connections, the school and families will work together to provide the support, structure and make decisions for the benefit of student achievement.
Measurable Outcome:	If we successfully implement Family Engagement initiatives, then consistent protocols will be used to help involve families in the education of our students by focusing on family engagement and the creation of genuine collaborative partnerships with families which are important for promoting student well-being and success. With the consistent initiative our parental involvement will increase through parent attendance at parent academies and informational meetings.
Monitoring:	The Leadership Team will continuously monitor the updating of our school's website with current information and resources. The team will also provide a range of opportunities for parents to connect monthly through interactive sessions between staff and families to help build families' capacities in supporting their students' academic growth. This will be monitored through sign-in sheets and agendas.
Person responsible for monitoring outcome:	Elizabeth Riol (eriol5@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented for Parent Involvement is Family Engagement. Our school will focus on the evidenced based strategy of Family Engagement to improve and amplify meaningful two way communication between parents, teachers and all other stakeholders.
Rationale for Evidence-based Strategy:	This rational was selected in order to build solid relationships between parents and teachers. These initiatives will improve and amplify meaningful two-way communication with families.

Action Steps to Implement

The Leadership Team and Administration will use Social Media and ConnectED Messenger in order to transmit messages quickly to families. Communication tools from innovative instructional programs will also be used to ensure that parents and teachers are able to communicate and share information. By using these tools teachers and parents communicate instantly, privately and as often as needed through out the year. Implementation Dates: September, 2021 - June, 2022

Person Responsible	Mileydis Torrens (pr2181@dadeschools.net)

The school's website will be updated regularly so all stake holders can access pertinent district and school wide information. Implementation Dates: September, 2021 - June, 2022

Person Responsible	Mileydis Torrens (pr2181@dadeschools.net)

Administration and Leadership Team will host parent meetings both in person and via a video conferencing platform to help families stay connected by viewing teachers and leaders providing

consistently important information. They will also be provided opportunities during these meetings to ask clarifying questions as well as voice concerns. Implementation Dates: September, 2021 - May, 2022

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

The Administration and Leadership Team will continue to host activities that promote family engagement such as Character Book Parade, Father's in Education and the Black History Month Reading Chain. Parents will be invited to participate in these activities via alternate communication tool to help with building relationships which are meaningful between the family and student learning and achievement. Implementation Dates: September, 2021 - May, 2022

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

The Administration and Counselors will develop a plan to closely monitor attendance with students and families. Each day the classes with perfect attendance will be announced and at the end of the month the TOP 3 classes with the most days of 100 percent attendance will receive rewards on a monthly basis. Implementation Dates: November 1, 2021 - December 21, 2021.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

The Administration and Counselors will meet with parents of students who are consistently tardy or absent to incentivize families to attend school on a daily basis. Parents with hardship will be provided resources through the UpStart Program. Implementation Dates: November 1, 2021 - December 21, 2021.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

Teachers will monitor the daily attendance of their students in order to track students who are in school daily and on time to provide them with one "Bee Buck" for each week. These students will have the opportunity to spend their "Bee Bucks" at the "Bee Store" at the end of every quarter. Implementation Dates: January 31 - April 29, 2022.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

Teachers will monitor the daily attendance of their students through the use of a personal monthly calendar. Students who recorded no absences, tardies or early releases will be invited to participate in the fun attendance activity for the month. Implementation Dates: January 31 - April 29, 2022.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

#2. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Based on the data from the School Climate Survey 61 percent of our staff frequently feel overloaded and overwhelmed at their job. The Resources and Support Systems is identified as a critical need to help promote, physical emotional and mental health of teachers within the school. Teachers feelings of experiencing successes, challenges and unfilled needs as they moved to virtual instruction, as well as their state of mental health, what resources and tools they had or wished they had and what content would help them succeed with online instruction may have impacted this Teaching Learning and Assessment part of the survey.
Measurable Outcome:	If we successfully implement the Targeted Element of Managing Accountability Systems, our teachers will have the opportunity to participate in mentorship and/or partnerships once a month within and across grade level teams in order to tackle moral, ethical and academic issues that are a growing concern within the profession.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By having teachers meet on a monthly basis, we hope to create a supportive learning environment. This initiative will be evident by teachers providing support and development to their colleagues in various areas. To ensure the validity of this practice, teachers will be encouraged to share the knowledge and support they may have gained during faculty meetings.
Person responsible for monitoring outcome:	Mileydis Torrens (pr2181@dadeschools.net)
Evidence-based Strategy:	The evidenced based strategy being implemented for the Targeted Element of Managing Accountability Systems, is the strategy of Care and Connections. By creating a safe, healthy and supportive work environment, we hope to increase the feeling of emotional well being to ensure that teachers feel safe and supported in order to develop a culturally responsive and high-performing workplace.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is the importance for teachers to be able to work in a collaborative supportive environment that fosters growth, development and mental health of teachers.

Action Steps to Implement

Teachers will be paired with a buddy teacher to provide support in whatever area they need. They can plan, ask for help/guidance as it pertains to any difficulties, worries, or struggles that they are having in the classroom. Consequently, this will provide teachers with emotional support, so they don't feel alone or overwhelmed. Implementation Dates: September, 2021 - March, 2022

Person Responsible	Elizabeth Riol (eriol5@dadeschools.net)

Each grade level will coordinate an opportunity for teachers to go into a coworkers classroom to observe them during their instructional time. This will give all teachers an opportunity to watch different strategies and effective practices in action. Implementation Dates: September, 2021 - March, 2022

Person Responsible	Elizabeth Riol (eriol5@dadeschools.net)

The Leadership Team will provide support and plan meaningful PLSTs to improve work overload for teachers on a monthly basis. (ex. How to plan effectively, plan for D.I, Managing the 90 minute Reading block). Implementation Dates: September, 2021 - March, 2022

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

In keeping with our KAVU (Klear Above Visibility Unlimited) theme for teachers, administration will recognize staff members during faculty meetings that exhibit the characteristics of KAVU. Implementation Dates: September, 2021 - June, 2022

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

Administration will meet monthly with grade level chairs to disseminate information to better service their grade level needs and to share best practices. Topics of discussion will be based on required needs and relevant information that may need to be shared with their colleagues. Implementation Dates: November 1, 2021 - December 21, 2021.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

Administration will support the practice of mindfulness-based programs to help teachers reduce stress and burnout, anxiety disorders and depression, and resilience. Mindfulness will help teachers understand their own emotions better, communicate more effectively with students, set up a positive learning environment and strengthen their relationship with students. Implementation Dates: November 1, 2021 - December 21, 2021.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

One teacher from each grade level will represent their team at the district ELA ICADS monthly meeting. All information received will be shared with the team during Collaborative Planning Meeting. Implementation Dates: January 31 - April 29, 2022.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

The Social Committee leader will initiate a monthly social coffee club in order for teachers to meet and socialize during their breaks. Teachers will be offered coffee and pastries in a positive and relaxing environment for a much needed break. Implementation Dates: January 31 - April 29, 2022.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	The Standards-Aligned Instruction was identified as a critical area of need from the data reviewed. In 2021 FSA ELA Learning Gains were 53 percentage points, FSA Math Learning Gains were 30 percentage points and FSA Science was 58 proficiency percentage points. To ensure Standards-Aligned Instruction teachers demonstrates a need to be able to utilize key learning objectives, the criteria for mastery, weekly/bi-weekly tests to assess student mastery, well-designed learning activities aligned to learning objectives, and the use of district and supplemental resources.
Measurable Outcome:	If we successfully implement Standards-Aligned Instruction, then teachers will create relevant, rigorous inclusive and equitable lessons in order to mitigate learning loss of our lowest quartile of students by achieving and increase of 10 percentage points for learning gains on the ELA and Math FSA 2022.
Monitoring:	As a result, agendas will be created for collaborative planning meetings where teachers and Instructional Coaches identify and unpack the most critical learning standards for the grade level. Teachers will be guided and supported on ways to execute lessons and design lesson plans on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards.
Person responsible for monitoring outcome:	Elizabeth Riol (eriol5@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented within the Targeted Element of Standards-Aligned Instruction is Differentiated Instruction (DI). DI will increase the ELA/Math proficiency of our lowest quartile students by consistently utilizing District provided resources such as grade specific Pacing Guides, Planning cards with FSA Achievement Level Descriptions (ALD's) and i-Ready technology program to target student deficiencies. These resources provided by the district/state will strengthen pre-requisite skills as well as rigorously reinforcing effective curriculum practices for student success.
Rationale for Evidence-based Strategy:	The rationale for selecting Standards-Aligned Instruction will ensure that teachers are delivering planned lessons to guide students through the demands of learning targets. The targeting of student deficiencies through strategic and purposeful instructional practices will address the learning needs and will solidify the lesson objectives through their work samples, assessments and completed task.

Action Steps to Implement

Teachers and coaches will review the Florida Standards and the B.E.S.T Standards and instruction to align objectives, activities and assessment items to create weekly and long range lesson plans. Implementation Dates: September, 2021 - June, 2022

Person Responsible	Mileydis Torrens (pr2181@dadeschools.net)

During collaborative planning teachers and coaches will examine the Achievement Level Descriptors and discuss ways for students to mastery of grade level standards. Implementation Dates: September, 2021 - June, 2022

Person Responsible	Mileydis Torrens (pr2181@dadeschools.net)

Coaches will work closely with teachers to identify standards in need of remediation and provide instructional strategies and resources to help students close the achievement gaps. Implementation Dates: September, 2021 - June, 2022

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Teachers, Coaches and Counselors will follow-up and/or implement MTSS strategies for students who are experiencing academic and behavioral challenges. Implementation Dates: September, 2021 - June, 2022

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Teachers will plan, and deliver standards-aligned instruction to improve the academic progress of students. The administration team will closely monitor classroom instruction to ensure academic content and standards are providing the basis for content instruction and assessment. This will be monitored through daily walkthroughs ensuring that Daily End Product (DEP) is aligned to Daily Learning Target (DLT). Implementation Dates: November 1, 2021 - December 21, 2021.

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Student work folders will reveal samples of assessments and work products of student mastery or remediation of instructional standards from instruction. Assessments, student work products learning objectives, and instructional strategies will reflect a cohesive alignment so that they reinforce one another. Implementation Dates: November 1, 2021 - December 21, 2021.

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Teachers will discuss and create opportunities to enforce a system of accelerated learning to strategically prepare students for success in current grade-level content. Teachers will strategically prepare students and create opportunities to access students' prior knowledge, teach prerequisite skills when needed to complete tasks, lay a foundation for new academic vocabulary and pace lessons to ensure students are engaged. Implementation Dates: January 31 - April 29, 2022.

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

During whole group instruction, teachers will provide consistent opportunities for students to work on grade appropriate assignments, provide strong instruction that allow students to do most of the thinking in a lesson through the use of instructional scaffolding to promote a deeper level of learning. Implementation Dates: January 31 - April 29, 2022.

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Differentiation was identified as a critical need base on our school's data. We selected Differentiation based on our data findings that showed our students in ELA Lowest 25% showed a difference of 17 percentage points on the 2021 data from Power Bi Student Profile Report. In addition, data findings that showed our students in Math Lowest 25% showed a difference of 47 percentage points on the 2021 data from Power Bi Student Profile Report. The Differentiated Framework needs to be utilized in order for teachers to target student's specific needs and levels of understanding. Research-based activities, strategies, and practices need to be implemented in both whole group and small group instruction to differentiate the process in which the delivery of the content is presented, as well as vary the levels of complexities according to students' capabilities and levels of performance.
Measurable Outcome:	If we successfully implement Differentiation, then our Lowest 25% subgroup of both Black and Hispanic performance in ELA will increase by 5 percentage points as evidenced by FSA 2022 results.
Monitoring:	The Leadership Team will conduct quarterly data chats. During Collaborative Planning, the Instructional Coaches will work with teachers to adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative and summative assessments of L25 students will be reviewed monthly/weekly to observe progress. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on Reading weekly/biweekly assessments, Math topic assessments as well as i-Ready for Math and Reading.
Person responsible for monitoring outcome:	Elizabeth Riol (eriol5@dadeschools.net)
Evidence-based Strategy:	The evidenced-based strategy of Differentiation for our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations during Data Chats and Collaborative Planning.
Rationale for Evidence-based Strategy:	The use of Data-Driven instruction through Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Teachers in Kindergarten through second grade will closely monitor student fluency by frequently providing students with the opportunity to practice and be assessed through inventory checks of letter sound and recognition, high frequency words and phrases and passage reading. Implementation Dates: September, 2021 - June, 2022

Person Responsible	Mileydis Torrens (pr2181@dadeschools.net)

Teachers and coaches will frequently monitor i-Ready reports for adequate usage and passage rates to ensure students are using the program effectively to demonstrate mastery and expected academic growth. Implementation Dates: September, 2021 - June, 2022

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Teachers will monitor assessments to the effectiveness instructional practices utilized during small group and whole group instruction and make adjustments based on discussion with coaches and colleagues during collaborative planning. Implementation Dates: September, 2021 - June, 2022

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Teachers will be provided with a comprehensive report containing previous FSA/SAT results, i-Ready Diagnostic data, ESE and ELL, for purposes of monitoring student proficiency and learning gains. Implementation Dates: September, 2021 - June, 2022

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Coaches will facilitate weekly collaborative planning to discuss and share best practices to use when creating DI groups based on data. Data analysis will be conducted during the collaborative meetings tailoring instruction to meet individual needs so that teachers can respond to variance among learners within their classroom. Implementation Dates: November 1, 2021 - December 21, 2021.

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Walkthroughs will be conducted to confirm the use of rotation charts as well as the content, process and product for differentiated instruction. Rotation charts and sample work products will be visible and consistent with teacher created lesson plans and data. Implementation Dates: November 1, 2021 - December 21, 2021.

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Teachers will use district instructional resources to provide learning acceleration opportunities during D.I by reteaching previously taught skills, scaffold current skills to aid in the mastery of grade level standards being addressed during whole group instruction, and target essential skills to meet individual or group needs based on historical data. Implementation Dates: January 31 - April 29, 2022.

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

After the completion of i-Ready AP2, teachers will utilize the Diagnostic Results Report to analyze students' performance and take an intentional, structured approach to D.I by redesigning groups and identifying instructional priorities of students and to plan strategic instruction. Implementation Dates: January 31 - April 29, 2022.

Person Responsible   Mileydis Torrens (pr2181@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Joella C. Good did not have any comparative disciplining data on the SafeSchoolsforAlex.org. Our school culture and environment will continued to be monitored through the practice of inclusivity, tolerance, and anti-bullying support that is implemented through school-wide programs such as: Weekly "I Am Good" Awards, Anti-Bullying presentations and the "Start with Hello" Initiative.

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.

The school addresses building a positive school culture and environment by successfully Promoting a Growth Mindset. Teachers and staff will help advocate a Growth Mindset to encourage all students to see learning more as a process and claim ownership and control over their own learning, which will lead to greater academic success and an understanding that they can develop abilities and intelligence. Building a positive school culture and environment will also be extended to include parental and family engagement.

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 Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselors. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs to ensure new and or beginning teachers to our building are equipped with the appropriate resources and instructional tools in order for them to feel supported and maintain high percentage of teacher retention. Teacher leaders, Instructional Coaches and instructional coaches will collaborate to identify and plan for initiatives that continue building upon a positive school culture.