

Miami-Dade County Public Schools

Joella C. Good Elementary School



2022-23 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: 6/23/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: A (71%) 2018-19: A (69%) 2017-18: A (62%)
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	N/A
* 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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<http://joella.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 extension 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.
Rodriguez, Elizabeth	ELL Compliance Specialist	To support instruction and educational programs for students whose home language is not English; ensure compliance with ELL documentation; provide resources/services to ELL students and teachers and parents of ELL students; monitor technological programs which assist ELL students with acquiring the language; monitor student progress on formative and summative assessments.

Demographic Information

Principal start date

Thursday 6/23/2022, Mileydis Torrens

Number of teachers with a 2022 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.*

26

Number of teachers with a 2022 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.*

31

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

926

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	127	147	134	170	166	182	0	0	0	0	0	0	0	926
Attendance below 90 percent	0	7	15	12	12	11	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	12	16	27	20	9	0	0	0	0	0	0	0	84
Course failure in Math	0	7	10	12	8	10	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	20	23	29	0	0	0	0	0	0	0	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	23	22	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	12	18	40	40	33	0	0	0	0	0	0	0	143

Using the table above, complete the table below with the number of students by current grade level who have 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	0	13	12	22	21	24	0	0	0	0	0	0	0	92

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	14	9	20	0	0	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/6/2022

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	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

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	131	131	145	167	173	161	0	0	0	0	0	0	0	908
Attendance below 90 percent	7	15	10	12	10	15	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	19	25	35	9	14	0	0	0	0	0	0	0	102
Course failure in Math	0	11	10	14	10	40	0	0	0	0	0	0	0	85
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	29	25	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	29	20	41	0	0	0	0	0	0	0	90
Number of students with a substantial reading deficiency	0	21	34	56	34	45	0	0	0	0	0	0	0	190

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	0	16	12	34	24	42	0	0	0	0	0	0	0	128

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	0	13	10	16	0	0	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	1	0	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	62%	56%				73%	62%	57%
ELA Learning Gains	79%						69%	62%	58%
ELA Lowest 25th Percentile	62%						62%	58%	53%
Math Achievement	70%	58%	50%				77%	69%	63%
Math Learning Gains	85%						77%	66%	62%
Math Lowest 25th Percentile	71%						62%	55%	51%
Science Achievement	61%	64%	59%				65%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	60%	6%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	74%	64%	10%	58%	16%
Cohort Comparison		-66%				
05	2022					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	67%	10%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-77%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	53%	9%	53%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	60	71	33	68	64	18				
ELL	62	73	57	72	85	70	50				
BLK	70	85	85	68	87	91	62				
HSP	68	76	58	71	84	64	59				
FRL	68	78	65	68	84	71	55				
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	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				
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	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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58

ESSA Federal Index	
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	78
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

When looking at data trends across grade levels, subgroups, and core content areas, there is a pattern which shows that students' performance in grades 3-5 are below 70% proficiency in the reporting categories of Key Ideas and Details and Measurement, Data, and Geometry. Additionally students in grade 5 score below proficiency in Earth and Space Science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components based off progress monitoring and 2022 state assessments demonstrate the greatest need of improvement in Key Ideas and Details, Measurement, Data, and Geometry for grades 3-5 and Earth and Space Science for grade 5. The greatest need for improvement in grades K-2 is in the area of mathematics.

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 to this need for improvement was the learning gap index due to the pandemic and loss of instruction. Students lacked the basic prerequisite skills in reading, mathematics, and science in order to be successful with grade level standards. Additionally, due to other related factors such as

attendance caused the students to miss explicit instruction which would yield greater success.

The new actions needed are to provide interventions and differentiated instruction that is specific to students' needs at the current level(s) of performance. Furthermore, students must be tracked with their attendance on a daily basis in order to ensure consistency with the instruction and learning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components based off progress monitoring and 2022 state assessments which showed the most improvement were students in the subgroups of the Lowest 25 percentile in both reading and mathematics. Students in the L25 subgroup increased 17 percentage points in the FSA ELA (from 45% in 2021 to 62% in 2022) and 43 percentage points in the FSA Math (from 28% in 2021 to 71% in 2022). There was also a 10 percentage point increase when comparing the 2021 to 2022 data on the Statewide Science Assessment from 60% to 70% in the category of Nature of Science.

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 the integration of explicit instruction to mitigate learning loss, as well as, tutorial programs that were standards-based and purposeful to where the instruction began at students' performance levels. Data platforms were also utilized to drive and support the learning process for the Lowest 25 percentile group. Instructional coaches also targeted student groups in order to support the classroom instruction.

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

Skills-based instruction has to be implemented in all components of the instructional blocks (whole group and small group instruction). Opportunities for daily differentiated instruction have to be provided and the data from all formal and informal assessments have to be strategically utilized to continue accelerating the learning and closing the achievement gaps.

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.

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at the school to support teachers and leaders will be targeting the B.E.S.T. standards and how to implement practices that will facilitate utilizing data to improve the instructional craft in both whole group and small group instruction.

The PLST/Instructional coaches will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/22), Aligning resources to small group instruction (October/22), Tackling OPM data (November/December/22), making adjustments to groups as data becomes available (2/23) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles and teacher-directed observations 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.

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are the implementation of collaborative practices amongst teachers, instructional coaches, and administration, as well as, on-going progress monitoring and tracking to align instruction to student

needs and find research-based strategies and practices that close the learning gaps presented at all grade levels.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Leadership Development**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of Leadership Development was identified as a critical need due to only 36% of teachers strongly agreeing they were satisfied as it concerned their career at the school. To increase this percentage, teachers will be given opportunities to evolve as leaders within the school community in order to impact not only the students in the classroom, but the overall learning community as well.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a school we plan to achieve that at least one teacher per grade level is provided the opportunity to participate in the Leadership Team and be a teacher leader for their colleagues.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored for the desired outcome through the identification of teacher leaders and the completion of tasks performed by them that yield greater student success and/or other teachers' development.

Person responsible for monitoring outcome:

Elizabeth Riol (eriol5@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Providing Personal Instruction involves leadership team members providing personalized instruction and training to stakeholders to assist in their development. Leaders should model behaviors and utilize expertise and skills to assist stakeholders in building capacity.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Only 60% of the staff strongly agreed that in-service programs keep them up to date with new educational strategies. To increase this percentage, we selected developing others through personalized instruction and training.

Describe the resources/criteria used for selecting this strategy.

Providing professional growth practices allows individuals to gain the knowledge and expertise needed in order to support the needs of others and begin building a bench succession within the school community.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14: Identify grade level/department chairpersons to represent and guide their grade level/department colleagues. As a result, they will continue working towards the vision and mission of the school.

Person Responsible

Mileydis Torrens (pr2181@dadeschools.net)

8/22-10/14: Instructional Coaches and administrators will work closely with the select teacher leaders. As a result, teacher leaders will become experts in specific areas in order to develop their colleagues' expertise and knowledge on specific content and improve upon the instructional craft of others.

Person Responsible

Mileydis Torrens (pr2181@dadeschools.net)

8/22-10/14: Provide opportunities for teacher leaders to attend in-house and/or district-provided professional growth practices. As a result, they will be able to train their team members on the information learned.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

8/22-10/14: Teachers will share best practices during the second faculty meeting of the month. As a result, teachers will be empowered to present their content knowledge and expertise with each other in order to strengthen on-grade level instruction as well as DI and small group instruction.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

10/31-12/16: Pair teachers up with a buddy to support their instructional program and craft.

Person Responsible Elizabeth Rodriguez (elizabethrodriguez@dadeschools.net)

10/31-12/16: Allow teachers and staff members to plan for and execute school-wide functions related to promoting school improvement initiatives.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

A critical need from the data reviewed from Florida Standards Assessment (FSA) indicates that there is a need to increase proficiency in reading and math. Based on the FSA 2022 data, our overall proficiency in reading was 69% and in Math 70%. To maintain and increase a high-quality instruction through the identification of components that support the learning and teaching of the B.E.S.T. Reading and Mathematics standards and benchmarks, we must continue to increase the success of students using high quality instructional practices that yield proficiency of grade level standards.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome the school plans to achieve is an overall 2% proficiency increase in both Reading and Mathematics on the F.A.S.T Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored by analyzing performance data from Reading Weekly/Bi-Weekly Assessments and Math Topic Assessments. Furthermore, data from differentiated and strategic explicit instruction will also be monitored through on-going progress monitoring in order to measure students' progress and the closing of achievement gaps so proficiency on grade-level standards can be met.

Person responsible for monitoring outcome:

Mileydis Torrens (pr2181@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented for this Area of Focus of B.E.S.T Standards 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 Florida B.E.S.T. Standards and the grade level standards clarifications, Achievement Level Descriptions (ALD's), i-Ready, and state progress monitoring program to target student deficiencies. These resources provided by the district and state will strengthen our instructional delivery to facilitate student success.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

The rationale for selecting B.E.S.T Standards is to ensure that teachers are delivering planned lessons to guide students through the demands of grade level learning targets as specified by Reading and Mathematics expectations of overarching skills that run through every component of both subjects. Also, coaches and teachers will target student deficiencies through strategic and purposeful instructional practices to address the learning needs and to solidify lesson objectives through student work samples, assessments and completed tasks.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14: Teachers and coaches will review the Florida Standards and the B.E.S.T Standards related to each topic or skill. As a result, instruction will be aligned to objectives, activities and assessment items to create weekly and long range lesson plans.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

8/22-10/14: During collaborative planning teachers and coaches will examine the Achievement Level Descriptors (ALDs) and clarifications for standards. As a result, they will be able to discuss ways for students to master grade level standards and create an action plan for the students not meeting mastery.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

8/22-10/14: Coaches will work closely with teachers to identify standards in need of remediation. As a result, instructional strategies and resources will be developed to help students reach mastery of standards.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

8/22-10/14: Teachers will be provided with a professional growth practice where they can learn about the Schoology resources. As a result, teachers will be able to access on-line resources which target the B.E.S.T. standards at different levels of instruction in order to provide differentiated activities to students.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

10/31-12/16: Engage in data chats in November to identify standards in need of remediation and develop an action plan for students not meeting grade level standards/proficiency.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

10/31-12/16: Conduct instructional rounds to identify the implementation of the B.E.S.T. standards during whole group and/or small group instruction, and identify ways to continue improving teachers' instructional delivery and student engagement.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Improving Staff Morale.**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of improving school morale was identified as a critical need because the data from the staff responses on the 2021-2022 School Climate Survey revealed that only 48% strongly agree or agree that staff morale is high at their school. Staff need to feel appreciated and their efforts must be recognized in order for them to have a positive impact in the overall learning community.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school plans to achieve at least 50% of staff members strongly agreeing or agreeing on the end of year School Climate Survey that staff morale is high at their school.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored for the desired outcome by creating a staff incentive calendar where specific dates are set to incentivize all staff members for their hard work and accomplishments. On a monthly basis, the Leadership Team will carry out the activities planned. Staff members will also be able to star one another during a faculty meeting once a month to recognize individuals that have excelled in an area which provides positivity and/or improves the school culture.

Person responsible for monitoring outcome:

Mileydis Torrens (pr2181@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting the specific evidence-based strategy is to empower staff members and build capacity within the building so stakeholders can have a positive experience within the school environment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14: Develop a calendar with a monthly activity to reward/praise staff members for their efforts and execute the activity on the calendar. As a result, staff members will be recognized sporadically and celebrated for their hard work and efforts.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

8/22-10/14: Recognize on a monthly basis at the faculty meetings a staff member that has gone above the call of duty. As a result, faculty members can recognize ("star") one another for their efforts and/or achievements and be empowered to make the decisions of whom the recognitions are for.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

8/22-10/14: Give shot outs to staff members over the public address system (PA) for contributing to the overall learning community. As a result, students and faculty members can praise each other for assisting with building a family-oriented community.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

8/22-10/14: Cultural celebrations will be implemented throughout the school year. As a result, an inclusive environment will be developed.

Person Responsible Elizabeth Rodriguez (elizabethrodriguez@dadeschools.net)

10/31-12/16: Establish an "Are You Here Today" staff attendance initiative sporadically at least twice a month to reward staff members for being present at work.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

10/31-12/16: Obtain input from staff members at a November faculty meeting for ways in which staff morale can be improved so the culture is a positive one.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2022 FSA proficiency data, 61% of the 5th-grade students are proficient in Science. The 2021 FSA proficiency data shows 58% of the 5th grade students are proficient in Science. Based on the data, we will focus on quality instructional planning and delivery to address this critical need.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of quality instructional planning and delivery, science proficiency on the 2022-2023 state assessment will increase by at least 2 percentage points.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that lessons delivered are aligned to current data.

Person responsible for monitoring outcome:

Mileydis Torrens (pr2181@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional

implemented for this Area of Focus.

discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

The rationale for selecting standards-based collaborative planning is so teachers can align the science instruction to the standards and provide students with the prior knowledge and skills needed in order to meet proficiency on quarterly and end of year district and state assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14: Teachers will collaborate and deliver instruction which unpacks and provides understanding of grade level standards. As a result, students will increase their grade level understanding and proficiency on district assessments.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

8/22-10/14: Teachers will justify the need for scientific investigations to be replicable by their students. As a result, differentiated experiments and other types of scientific investigations will allow our students to develop scientific knowledge and vocabulary.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

8/22-10/14: Students will engage in quality activities proposed by the district that manage scientific content and vocabulary. As a result, student work will reflect knowledge of tested standards and vocabulary.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

8/22-10/14: Teachers will utilize the baseline and quarterly data to drive specific grade level instruction and remediation practices. As a result, teachers will give students additional opportunities to achieve understanding of grade level science content standards.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

10/31-12/16: Dedicate a December faculty meeting to engaging teachers in a hands-on science lesson in order to model future activities that can be implemented during the science block.

Person Responsible Mileydis Torrens (pr2181@dadeschools.net)

10/31-12/16: Conduct weekly walkthroughs during the science block to identify the levels of engagement with science labs and inquiries.

Person Responsible Elizabeth Riol (eriol5@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The school addresses building a positive school culture and environment by cultivating and embracing diversity and inclusivity. Staff at Joella C. Good respect the differences of others and ensure that the needs of all stakeholders are met in a positive and timely manner. High expectations are set from the beginning of the school year and stakeholders are held accountable for the success of our students. Opportunities for professional development and growth are provided so teachers and staff can continue growing professionally and be part of a collegial team which focuses on improving the overall school progress and improvements.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentorship programs and our Peer Power Program. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our bi-weekly newsletter and our Teams page for staff and channels set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

As educators, parents, community business partners, and more, we all play a pivotal role in promoting a positive school culture and environment and impacting the lives of our students. While that is the case, we do have individuals that have specific responsibilities to contribute to this endeavor.

The Leadership Team, Grade level chairpersons, Counselors and Instructional Coaches and ESOL chair work together so positivity is manifested within the school building through tangible and intangible recognitions and incentive programs. This allows employees to perform their jobs with a greater enthusiasm and desire and it transpires over to our students, parents, and community members.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). 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 Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.