



Community Report on Joella C. Good Elementary School
A Traditional Parent's Perspective on School Policies and Environment

Schoolreveal.com

Community Report on Joella C. Good Elementary School

A Traditional Parent's Perspective on School Policies and Environment

Joella C. Good Elementary serves PreK through Fifth Grade in Miami near the West Little River area. Enrollment is approximately four hundred fifty students with an average class size around sixteen. Academic performance is moderate with math proficiency near sixty percent and reading proficiency around fifty six percent. The school faces high chronic absenteeism affecting around thirty one percent of students, which diminishes academic progress. From a traditional or faith based perspective, the school receives a **rating of 3.5 out of 10**, due to strong academic programs balanced by attendance concerns and district identity policies that may clash with some family values.

School Contact Information

School Name

Joella C Good Elementary School

Address

1740 NW 79th Street

Miami FL 33147

Phone

305 696 1774

Grades

PreK to Fifth Grade

District

Miami Dade County Public Schools

1. Student Demographics & Support Services

- Approximately 59 percent African American and 38 percent Hispanic, with small representation from other groups
- Around 65 percent qualify for free or reduced price lunch
Support services include ESL instruction, special education, reading and math intervention, school counseling, academic coaching, and Title I learning supports

2. Academic Standing & Programs

- Math proficiency typically around sixty percent, with reading proficiency near fifty six percent

- The school offers Gifted and Talented instruction, family literacy nights, small group tutoring in math and reading, STEM enrichment, and summer learning supports
- These programs support academic growth, but consistent attendance remains essential for success

3. Facilities & Learning Environment

The campus includes standard classrooms, media and technology centers, and supervised outdoor recreational areas. Arrival and departure times are monitored by staff. Special events such as reading nights and science showcases involve families and support academic engagement.

4. Values & Policy Environment

District policy classifies gender identity and sexual orientation as protected categories. Staff are expected to honor student chosen names and pronouns starting from PreK, with no parental opt out option. There is no formal LGBTQ curriculum at this elementary level; however inclusive language may appear in classroom announcements or counseling. Parents concerned about early exposure may wish to meet with school leaders to discuss how family beliefs are integrated within instructional practice.

5. Bathroom Policy & Privacy

Restrooms are gender segregated, with separate facilities for boys and girls. Adult supervision is present in hallway areas. There is no shared or co-ed restroom access. Parents may request a campus tour or speak with staff to confirm current restroom arrangements.

6. Recent Issues of Note

Chronic absenteeism remains a documented concern, with approximately thirty one percent of students missing at least ten percent of the school year. This is actively addressed through school improvement strategies. No major safety incidents or misconduct issues appear on record.

7. Parent Engagement & Communication

Families are invited to attend advisory council meetings, Parent Academy workshops, volunteer in reading events, and join school family nights. Communication is shared through newsletters and messaging platforms. Parent feedback is mostly positive, though some note delays in follow up concerning academic or behavioral concerns.

8. Parent Concerns & Suggested Actions

Parents with traditional or faith based values may consider:

- How pronoun and identity protocols are introduced to young students

- Academic help available for learners who fall behind in math or reading
- Communication processes following attendance or behavioral concerns
- Opportunities to get involved via volunteer roles or advisory meetings

Suggested next steps for parents:

- Visit the school early in the year and meet with leadership to discuss values and policy
 - Volunteer in literacy or enrichment events to observe classroom culture
 - Review the parent handbook to understand discipline, attendance, and identity policies
 - Monitor attendance and academic progress and seek support when required
-

Final Rating: 3.5 out of 10

Policy Environment 2

The district enforces identity and pronoun guidance starting in PreK without an opt-out option

School Practice 5

Academic programs and support are strong but attendance limits effectiveness

Classroom Exposure 4

Inclusive language may appear informally; no structured identity curriculum is delivered in early grades

Community Culture 6

Caring staff and engaged families help build a supportive environment, but communication clarity and attendance consistency require attention

Final Summary for Parents

Joella C Good Elementary provides steady academic programming, enrichment options, and community events in a diverse environment. It contends with high chronic absenteeism and applies district identity policy standards beginning in early grades. Traditional or faith based families may wish to observe classrooms, consult with staff, and confirm how policies are implemented before making a decision.