

Miami-Dade County Public Schools

Jack David Gordon Elementary School



2017-18 Schoolwide Improvement Plan

Jack David Gordon Elementary School

14600 COUNTRY WALK DR, Miami, FL 33186

<http://jdgordon.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Jack David Gordon Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Jack D. Gordon Elementary Community School is to provide opportunities for students in order to develop their maximum potential through the infusion of advanced technology within an environmentally-conscious theme. Jack D. Gordon Elementary Community School fosters an environment of inspiring students to dream so that they achieve whatever they set as their goal.

b. Provide the school's vision statement.

The vision of Jack D. Gordon Elementary Community School, with the commitment of the community, is to meet the individual needs of the student population, thus producing productive citizens who can successfully compete in today's global society through an environmentally-conscious curriculum that promotes advance technology. Jack D. Gordon Elementary Community School is committed to promoting student achievement.

2. School Environment

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

At Jack D. Gordon Elementary School (JDG), it is important to staff members to build positive relationships with students through offering enrichment programs, tutoring and team building activities. Teachers meet on a weekly basis, sometimes daily, to connect with students to offer support both emotionally and educational support.

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

We have clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Our uniformed security officers are available to anyone entering the school which in turn provides safety and security. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. Staff members use of radios for continuous communication. Students use hall passes and a buddy system when leaving the classroom. During orientation sessions in each grade level, the students are introduced to the administrative team, including the school counselors and are shown that they have support and a place to feel safe. It is stressed to students and parents that there is a Code of Student Conduct in place district wide and students may report any issues that may arise to a trusted adult. During the morning/afternoon announcements portions of our Values Matters initiative are read and discussed. We empower the students to report bullying/harassment issues to administration or a teacher. In addition, JDG has students in 4th and 5th grade assigned as safety patrol to assist during morning arrival and afternoon dismissal. Various activities have been set up to engage students including activities before and after school such as clubs, sports, music orchestra and chorus. The school district also has an agreement with Miami-Dade Police Department to offer the DARE program to all 5th grade students. This program is the most widely used substance abuse prevention and safety promotion curriculum in the world.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

JDG has a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Instructional staff will review data including the school-wide data, individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. Each teacher/staff member is expected to follow the school-wide discipline plan as follows: giving verbal warnings, phone calls to parent/guardians, detentions, referral to the guidance counselor and finally referral to an administrator.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school has two guidance counselors who work closely with the administration to keep them abreast of various issues that arise with students. When needed, the school's social worker and psychologist are consulted, also. Periodically, outside services are suggested as needed by the school based leadership team.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The early warning indicators at Jack D.Gordon Elementary School are having 18 or more days absent, one or more suspensions, receiving a score of a Level 1 on statewide, standardized assessments in English Language Arts or mathematics, and course failure in English Language Arts or mathematics.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	2	10	2	4	2	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	10	7	9	8	16	0	0	0	0	0	0	0	50

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	10	3	0	13	16	0	0	0	0	0	0	0	43

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. In order to support attendance, the school runs an attendance contest by homeroom. The homeroom with the best attendance in a week gets a prize. JDG also offers free breakfast to all students, and free or reduced lunch, if the student qualifies.

In order to support behavior and minimize suspensions. We have also implemented the "Do the Right Thing" program. In this program, students are recognized for their actions at a school-wide level. For behavior issue, teachers have the opportunity to request support from the leadership team by using the Request for Assistance form. This enables staff members to collaborate with the goal of meeting the behavioral needs of specific students. Finally, we will implement Alternative to School Suspension as another intervention strategy to support student behavior.

To improve the academic performance of our students who scored a Level 1 on statewide assessments, we will be providing an extra 1/2 hour of small group reading instruction for all grade levels through the use of interventionists. We also provide Homework Help every morning for those students who need help with assignments. The District has also purchased several software programs such as iReady, Teach Town, Learning Ally, Waterford, Imagine Learning, MyOn Reader to use as an intervention piece during our Multi-Tiered System of Supports (MTSS) instructional time. We have also purchased the I-Ready computer program that will be used as a supplement to our core reading and math instruction.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Jack D. Gordon Elementary School (JDG) will provide opportunities or ways to include parents and families in the development of the school-wide PFEP and how the Title 1 funds reserved for parent and family engagement will be spent, including all aspects of the Title 1 school-wide Program. A Title 1 Parent Advisory Council (PAC) comprising of elected parents at JDG, will be established to address and review the educational needs of the Title 1 school-wide program in conjunction with the district-wide DAC and PAC meetings. The JDG PAC officers will liaison with the DAC meetings, share information and activities with EESAC and also assist in promoting the engagement of parents and families. The JDG Parent and Family Engagement requirements include the facilitation of an annual Title 1 Parent Meeting at the beginning of the school year to inform parents of the school's participation in the Title 1 school-wide program; providing consultation and complaint procedures information; reviewing and distributing the school-wide parent compact; conducting a survey to develop the school-level PFEP; and disseminating school-level information regarding the Parent Resource Center; and the function of the Community Involvement Specialist (CIS). EESAC will be the site body responsible for final decision-making at the school relating to the implementation of the components of the School Improvement Plan (SIP). As such, EESAC will bring together all stakeholders, inclusive of parents and families and involve them in the decision of how the school-level funds reserved for the Title 1 high performing program and parent and family engagement will be utilized.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our Dade Partners program is the springboard to build and sustain partnerships with the local community. Through these partnerships, JDG is able to secure and utilize resources to support the school and student achievement. Our school based Dade Partner representative establishes new relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: McDonalds, Home Depot, IHOP, Kendall Ice Arena, Office Depot, Pizza Hut, Subway, Ruby Tuesday, and many more. At JDG, we also teach our student about showing gratitude. In efforts to help keep hunger from having an impact on learning at JDG, every year we make baskets for the needy families in our community. The school guidance counselors assist teachers in identifying and providing families with food.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Ferrer, Maileen	Principal
Chico-Roman, Judith	Assistant Principal
Finegan, Leighton	Assistant Principal
Chain, Naif	Assistant Principal
Davis, Patrick	School Counselor
Gavulic, Rebecca	Teacher, K-12
Lloyd-Charles, Valentine	Teacher, K-12
Sosa-Hidalgo, Lily	Teacher, K-12
Araque, Terri	Teacher, ESE
Merwitzer, Roseann	Teacher, K-12
Reed, Dorothy	Teacher, PreK
Lacaci, Sandra	Teacher, K-12
Littman, Kimberly	Teacher, K-12
Cuervo, Lourdes	Teacher, K-12
Miller, Claudia	Teacher, K-12
Smith, Christine	Assistant Principal

b. Duties

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

The Jack D. Gordon Elementary MTSS/Rtl Leadership Team will consist of the following personnel: Principal, Maileen Ferrer; Assistant Principals, N. Chain, J. Chico-Roman, L. Finegan and C. Smith; Counselors, P. Davis, ; Instructional Coaches, V. Lloyd-Charles, R. Gavulic; reading leader, L. Sosa-Hidalgo; K-5 Grade level chairs, special area chair, and SPED chair. In addition, the school psychologist, L. McVay and our school social worker, E. Fernandez de Castro, are also members of

the MTSS/RTI leadership team.

The Principal and Assistant Principals will use data to positively impact student achievement, ensure a safe school, improve attendance and promote student achievement using data to drive instruction and provide early interventions. The Principal will provide the resources needed to improve student achievement.

The non-released Instructional Coaches will provide vital information about the curriculum and will gather, collect and analyze data. They will provide support for low achieving students who are not working on grade level as well as for the Tier 1, 2, and 3 students. They will provide reading strategies for classroom teachers and will model the strategies if needed. They will use the Florida State Standards and Next Generation Sunshine State Standards to remediate low performing benchmarks. They will also assist with identifying data trends with subgroups and assist with intervention strategies. They will also work with targeted Tier 1, 2 and 3 students that are not meeting grade level mastery.

The guidance counselor will articulate with administration, teachers, instructional coaches and student services team to identify students not achieving desired levels of academic or behavioral progress in response to targeted interventions at Tier 1 through Tier 2 levels. They will provide services and expertise on student's academic and social/emotional development. They will collaborate with teachers to assist in creating academic and behavioral plans for students who need preventive, supplementary instructional services and/or behavior interventions. They will assist in development and monitoring of Functional Assessment of Behavior (FAB), and Behavior Intervention Plan (BIP). They will refer student cases as needed to the social worker and school psychologist. They will conduct classroom, individual and small group guidance and consult with parents of high risk students to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Special Education Teachers (SPED), will collaborate with general education teachers to assist them with developing and implementing strategies to best serve special education students. They will meet with parents of SPED students to share best practices and monitor the progress of the students. They will also assist in the development and monitoring of Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP).

Resources will include but will not be limited to research-based programs such as the Comprehensive Research Based Reading Plan, Internet-based programs, such as iReady, Reflex Math, Imagine Learning and muOn Reader, District state adopted textbooks and materials, such as the McGraw Hill Reading Series, Scott Foresman Science series, Go Math! Mathematics Series, Thinkgate reports and CELLA/WIDA.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Personnel: The leadership team consists of the principal, assistant principals, reading coach, math coach, science coach, and department/grade level chairs. This groups meets once a month to review data, offer instructional support, discuss intervention strategies to ensure student achievement.

Resources: include professional development, PLC meetings (twice a month) to collaborate and plan instructional strategies for student success.

Curriculum: All teachers implement the curriculum for their content area.

Funds: Federal and state funds are allocated to the schools based on poverty level and student achievement. Funds are used to benefit students and increase achievement levels. School improvement funds are appropriated on a per pupil funding formula and distributed by the ESSAC through a voting process. ESSAC meets at least 5 times throughout the school year.

Problem Solving: The SIP is a data driven, living document. The SIP focuses on areas of need for content and student achievement. The ESSAC looks for resources and solutions that are needed for student achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dania Guevara	Parent
Develyn Givens	Teacher
Elena Izquierdo	Teacher
Mari Corugedo	Teacher
Maria Jarquin	Education Support Employee
Maria Torra	Teacher
Roseann Merwitzer	Teacher
Valentine Lloyd-Charles	Teacher
Gerardo Viera	Business/Community
Angie Heyser	Teacher
Alfred Agon	Business/Community
Julianne Carpintero	Business/Community
Maileen Ferrer	Principal
Gloria Montalavan	Education Support Employee
Debra Cruz	Parent
Isabel Benitez-Bory	Parent
Gysenia Gonzalez	Parent
Erika Sommerkamp-Goldrup	Parent
Evelyn Gonzalez	Parent
Veronica Martinez	Student
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Jack D. Gordon Elementary School made gains last year in all areas. The plan called for an ambitious goal of raising our reading scores from 71% proficiency to 78% proficiency. In reading, our student

achievement of high standards improved overall by 7% in reading to 78%. In mathematics, we increased our student achievement of high standards by 11%, from 73% to 84%. Consequently, our annual learning gains improved in reading by 10%, from 51% to 61%. Our annual learning gains in mathematics increased 7%, from 60% to 67%. Proficiency rating in science increased by 4%, from 53% to 57%. Our plan to place students in appropriate math and reading classes is continuing and placing students in various STEM activities (with before, during and after school activities) will only help to increase learning gains in science.

b. Development of this school improvement plan

The SAC is involved in assisting the principal in developing and evaluating the school improvement plan and annual budget. The committee provides critical input on the development of the School Improvement Plan, ensuring that the collaborative effort of key stakeholders is well represented.

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

In the spring, the projected school budget for the 2017-2018 school year was shared with the SAC and input was collected. During the September 2017 meeting, updated budget information was shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

In 2016-2017, EESAC spent \$2,200 on Brain Pop. The school used Title 1 funds as follows: \$7,400 on A/R and Star; \$6,000 on tutoring; \$22,000 on interventionists.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ferrer, Maileen	Principal
Chain, Naif	Assistant Principal
Chico-Roman, Judith	Assistant Principal
Finegan, Leighton	Assistant Principal
Gavulic, Rebecca	Teacher, K-12
Littman, Kimberly	Teacher, K-12
Lloyd-Charles, Valentine	Teacher, K-12
Miller, Claudia	Teacher, K-12
Sosa-Hidalgo, Lily	Teacher, K-12
Lacaci, Sandra	Teacher, K-12
Cuervo, Lourdes	Teacher, K-12
Merwitzer, Roseann	Teacher, K-12
Reed, Dorothy	Teacher, K-12
Araque, Terri	Teacher, ESE
Smith, Christine	Assistant Principal

b. Duties

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

The major initiatives of the LLT this year will include ensuring that literacy is infused across the curriculum and providing opportunities for staff to serve in the capacity of model classroom teachers. Also, the Literacy Leadership Team (LLT) will collaborate with general education teachers in regards to data trends and will provide strategies and materials to assist them with improving the lower reading benchmarks. The LLT will also provide teachers the opportunity to share best practices with their respective grade levels. The LLT will collaborate with special education teachers to assist them with developing and implementing strategies to best serve special education students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

A variety of strategies are used to encourage positive working relationships between teachers at Jack D. Gordon Elementary. Grade levels conduct bi-monthly PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. We also hold monthly data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held monthly, and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the collaborative conversations process. They work together to practice and refine this instructional strategy.

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

1. Regular Meetings with new teachers or teachers new to the school. Principal, On-going
2. On-going support and mentorship by Leadership team and teacher mentors. Assistant Principals, On-

going

3. Motivate staff with positive recognition and provide for a professional supportive work environment. Assistant Principals, On-going
4. District hosted recruitment events. Assistant Principals, On-going.

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

New teachers are paired with master teachers (Grade level chairs). The master teacher helps the new teacher acclimate to the school environment. She is expected to guide newly assigned teachers or certain designated teachers with instructional support. The master teacher is expected to share new and advanced instructional techniques and may be in charge of coordinating or leading staff development workshops. In addition, the school has one trained MINT (Mentoring and Induction of New Teachers) mentor, Ms. Noemi Pinero, who is trained to support and assist new teacher mentees with lesson planning, classroom management, content area, instructional strategies family involvement and parent conferences. For the 2017-2018 school year we will have Ms. Carmen Caride trained as a new mentor.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Jack D. Gordon Elementary School ensures its core instructional programs and materials are aligned to Florida's Standards during bi-weekly PLC/collaborative conversations. During these meetings the leadership team representative and grade level team begin with specific standards to address. The units include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In addition, instructional teams use the FSA Test Item Specification and district-based pacing guides. Based on these, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Jack D. Gordon Elementary School uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments in Reading, Math, Writing, and Science. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, and groups will be fluid based on student needs. The additional 1/2 hour reading block will also be used for reading interventions to assist students having difficulty attaining proficiency or advanced levels on state assessments. The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if

students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Jack D. Gordon Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program through the use of the High Scope Curriculum using Scholastic's Big Day Series. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting.

Pre-Kindergarten and Kindergarten teachers take part in vertical articulation. The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals, counselor and the School Support Team. In order to ensure appropriate readiness into the Kindergarten classroom, grade level articulation meetings are held. The Pre-Kindergarten teacher becomes familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly.

To compile quantitative data on the students' readiness for Kindergarten, the Pre-Kindergarten teacher administers several assessments throughout the year which coincide with the Houghton-Mifflin Reading series. These tests, along with teacher observation, assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten. At the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition.

Kindergarten Orientation takes place towards the end of the school year. Additionally, the Pre-

Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G096973

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0
ELA/Reading Gains District Assessment	80.0
ELA/Reading Lowest 25% Gains	80.0
AMO Math - All Students	
FSA ELA Achievement	80.0
Math Gains	86.0
Math Lowest 25% Gains	76.0
FSA Mathematics Achievement	86.0
FCAT 2.0 Science Proficiency	60.0
Attendance rate	0.0
One or More Suspensions	0.0
Retained Students	4.0

Targeted Barriers to Achieving the Goal 3

- Increasing the learning gains of students in both ELA and Math is a challenge as well as maintaining students on grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Leader, Math Leader, Science Leader, iReady, Reflex, Accelerated Reader, Discovery Education, Go Math, Brain Pop, Gizmos, Interventionists, District Materials

Plan to Monitor Progress Toward G1. 8

Administrators will use walk-throughs and observations as opportunities for classroom visits to observe demonstrations and modeling of the Florida Standards and high yield strategies

Person Responsible

Maileen Ferrer

Schedule

Monthly, from 9/25/2017 to 6/6/2018

Evidence of Completion

Administrative calendar

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

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

G096973

G1.B1 Increasing the learning gains of students in both ELA and Math is a challenge as well as maintaining students on grade level. **2**

B260878

G1.B1.S1 The administrative team will conduct regular grade level and departmental data chats and create opportunities to determine effectiveness of their interventions. **4**

S276251

Strategy Rationale

The data chats will allow administration to ensure teachers utilize effective strategies during intervention.

Action Step 1 **5**

The administrative team will conduct data chats with all grade levels and departments during the first two weeks of school to review current student data, share district and state resources, develop goals, and determine grade level needs.

Person Responsible

Maileen Ferrer

Schedule

On 9/5/2017

Evidence of Completion

sign in sheets from the meetings

Action Step 2 **5**

The administration team will conduct regular data chats with the grade levels and CORE departments to review student progress and problem solve instructional concerns with any identified students.

Person Responsible

Maileen Ferrer

Schedule

Every 6 Weeks, from 10/3/2017 to 6/5/2018

Evidence of Completion

sign in sheets and notes/recommendations from the meeting will be maintained with administration.

Action Step 3 5

The administration will schedule Professional Development opportunities based upon the needs of the teachers as per the conversations during data chats.

Person Responsible

Maileen Ferrer

Schedule

Quarterly, from 10/3/2017 to 6/5/2018

Evidence of Completion

The administration team will maintain registration forms from MyLearning Plan and sign in sheets from school site professional development.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will conduct walk throughs and monitor assessment data

Person Responsible

Maileen Ferrer

Schedule

Biweekly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Sign in sheets and notes will be kept by administration for all teachers

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Administrative team will utilize data reports to determine if student progress is occurring.

Person Responsible

Maileen Ferrer







Schedule

Monthly, from 9/6/2017 to 6/5/2018

Evidence of Completion

The administrative team will print reports from various data sources., i.e., i-Ready, Topic Assessment, Science Baseline, Wonders tests.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1  A371964	The administrative team will conduct data chats with all grade levels and departments during the...	Ferrer, Maileen	9/5/2017	sign in sheets from the meetings	9/5/2017 one-time
G1.B1.S1.MA1  M400119	The Administrative team will utilize data reports to determine if student progress is occurring.	Ferrer, Maileen	9/6/2017	The administrative team will print reports from various data sources., i.e., i-Ready, Topic Assessment, Science Baseline, Wonders tests.	6/5/2018 monthly
G1.B1.S1.MA1  M400120	Administration will conduct walk throughs and monitor assessment data	Ferrer, Maileen	9/5/2017	Sign in sheets and notes will be kept by administration for all teachers	6/5/2018 biweekly
G1.B1.S1.A2  A371965	The administration team will conduct regular data chats with the grade levels and CORE departments...	Ferrer, Maileen	10/3/2017	sign in sheets and notes/ recommendations from the meeting will be maintained with administration.	6/5/2018 every-6-weeks
G1.B1.S1.A3  A371966	The administration will schedule Professional Development opportunities based upon the needs of the...	Ferrer, Maileen	10/3/2017	The administration team will maintain registration forms from MyLearning Plan and sign in sheets from school site professional development.	6/5/2018 quarterly
G1.MA1  M400121	Administrators will use walk-throughs and observations as opportunities for classroom visits to...	Ferrer, Maileen	9/25/2017	Administrative calendar	6/6/2018 monthly

V. Professional Development Opportunities

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

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

G1.B1 Increasing the learning gains of students in both ELA and Math is a challenge as well as maintaining students on grade level.

G1.B1.S1 The administrative team will conduct regular grade level and departmental data chats and create opportunities to determine effectiveness of their interventions.

PD Opportunity 1

The administration will schedule Professional Development opportunities based upon the needs of the teachers as per the conversations during data chats.

Facilitator

Administrative team, Reading Leader, Math Leader, Science Leader

Participants

teachers

Schedule

Quarterly, from 10/3/2017 to 6/5/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The administrative team will conduct data chats with all grade levels and departments during the first two weeks of school to review current student data, share district and state resources, develop goals, and determine grade level needs.	\$0.00
2	G1.B1.S1.A2	The administration team will conduct regular data chats with the grade levels and CORE departments to review student progress and problem solve instructional concerns with any identified students.	\$0.00
3	G1.B1.S1.A3	The administration will schedule Professional Development opportunities based upon the needs of the teachers as per the conversations during data chats.	\$0.00
Total:			\$0.00