

Miami-Dade County Public Schools

# Jack David Gordon Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>25</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>25</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Jack David Gordon Elementary School

14600 COUNTRY WALK DR, Miami, FL 33186

<http://jdgordon.dadeschools.net>

## School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## I. School Information

### School Mission and Vision

#### **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.

#### **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 advanced technology. Jack D. Gordon Elementary Community School is committed to promoting student achievement.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ferrer, Maileen	Principal	The role of the principal is to provide strategic direction to Jack D. Gordon Elementary. The principal will monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement, encourage the involvement of all stakeholders, revise policies and procedures, manage the school budget, hire and evaluate staff, and oversee facilities.
	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.
Urre, Kristen	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.
Kirby, Shakira	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.
Hidalgo, Lidia	Reading Coach	The role of the Reading Coach is to supports teachers with the implementation of district and state curriculum standards to plan for instruction and assessment. The instructional coach will collaborate and support teachers in using the curriculum to analyze students' strengths and target areas for improvement. Additionally, the instructional coach will serve as Jack D. Gordon's professional development liaison. She will conduct a needs assessment to identify and support teachers in the area of professional development.
Corugedo, Mari	ELL Compliance Specialist	The ELL compliance specialist will monitor compliance with the ELL program at Jack D. Gordon Elementary. She will collaborate and support teachers in

Name	Position Title	Job Duties and Responsibilities
		the implementation of strategies to ensure student achievement of ELL students. Additionally, she will facilitate providing academic support to ELL students.
Caride, Carmen	Teacher, ESE	The role of Exceptional Student Education (ES) Chairperson is to serve as the instructional leader of the ESE department. She will assist teachers with the implementation of the curriculum, instructional strategies, and the use of data to determine student needs to increase student achievement. She will also assist with professional development needs. Additionally, she will serve as a Local Educational Agency (LEA), participate in student IEP meetings, and ensure compliance within the Exceptional Student Education program.
Sanchez, Yvonne	Math Coach	The role of the Math Coach is to supports teachers with the implementation of district and state curriculum standards to plan for instruction and assessment. The instructional coach will collaborate and support teachers in using the curriculum to analyze students' strengths and target areas for improvement. She will model classroom lessons and facilitate the implementation of differentiated instruction.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process of involving stakeholders in the School Improvement Plan (SIP) development was comprehensive and collaborative. Initially, the school leadership team facilitated meetings with teachers and staff to gather insights into current challenges and strengths. These inputs were integrated to formulate improvement goals within the SIP. Throughout the year, the SIP will be discussed at EESAC meetings which includes all stakeholders. The collective input from all stakeholders was analyzed and utilized to shape the SIP, ensuring that it addressed the diverse needs of the school community while fostering a sense of ownership and collaboration.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will undergo continuous monitoring to ensure its effective implementation and impact on student achievement, especially for those facing significant achievement gaps. Data on student performance will be collected regularly, analyzed, and compared to established benchmarks to gauge the plan’s efficacy. Each leader has their roles and sections that they will be continuously monitoring and any revisions needed will be done and addressed with all stakeholders.



**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	96%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	81%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A  2019-20: A  2018-19: A  2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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	
Absent 10% or more days	1	18	13	11	15	14	0	0	0	72
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	9	13	3	4	0	0	0	0	29
Course failure in Math	0	1	5	4	2	1	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	3	23	10	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	2	10	7	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	11	27	29	25	16	0	0	0	109

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	10	6	11	7	0	0	0	44

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	10	9	3	1	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	17	14	8	10	10	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	6	8	6	2	0	0	0	26
Course failure in Math	0	3	3	5	2	4	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	5	9	16	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	2	5	10	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	11	14	14	16	0	0	0	58

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	5	8	5	8	0	0	0	30

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	3	5	1	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	17	14	8	10	10	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	6	8	6	2	0	0	0	26
Course failure in Math	0	3	3	5	2	4	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	5	9	16	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	2	5	10	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	11	14	14	16	0	0	0	58

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	5	8	5	8	0	0	0	30

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	3	5	1	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	70	60	53	78	62	56	71		
ELA Learning Gains				75			51		
ELA Lowest 25th Percentile				58			24		
Math Achievement*	82	66	59	79	58	50	59		
Math Learning Gains				66			19		
Math Lowest 25th Percentile				63			10		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	65	58	54	48	64	59	39		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	66	63	59	62			60		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	41			
ELL	71			
AMI				
ASN				
BLK				
HSP	70			
MUL				
PAC				
WHT	80			
FRL	67			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	39	Yes	1	
ELL	67			
AMI				
ASN				
BLK				
HSP	67			
MUL				
PAC				
WHT	68			
FRL	66			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	70			82			65					66
SWD	32			53			38				5	55
ELL	70			77			67				5	66
AMI												
ASN												
BLK												
HSP	70			82			65				5	65
MUL												
PAC												
WHT	80			80							2	
FRL	64			79			58				5	67

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	78	75	58	79	66	63	48					62
SWD	31	48	32	48	54	46	17					34
ELL	77	77	63	77	71	71	38					62
AMI												
ASN												
BLK												
HSP	78	75	57	79	67	63	50					63
MUL												
PAC												
WHT	69			67								
FRL	77	75	59	77	67	63	47					62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	71	51	24	59	19	10	39					60
SWD	30	24	17	25	16	6	18					47
ELL	66	53	32	52	17	15	36					60

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	50			40								
HSP	72	52	29	60	19	13	39					59
MUL												
PAC												
WHT	68	50		58	21		36					
FRL	67	50	24	54	16	8	34					59

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	71%	56%	15%	54%	17%
04	2023 - Spring	73%	58%	15%	58%	15%
03	2023 - Spring	63%	52%	11%	50%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	83%	63%	20%	59%	24%
04	2023 - Spring	88%	64%	24%	61%	27%
05	2023 - Spring	74%	58%	16%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	50%	12%	51%	11%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Based on the 2023 data findings, Science data showed the greatest increase in proficiency for a total of 62% proficiency, however, it was the data component showing the lowest performance. The contributing factors that led to low performance in Science, include a lack of intervention and teaching Science with fidelity in prior years, as well as a gap in knowledge related to the standards. Without additional support and resources tailored to address the student's specific needs, teachers may have found it challenging to grasp scientific concepts effectively. This affected student understanding and performance. The existence of a knowledge gap in the required prior grade level standards hindered students' performance in science. This knowledge gap arises from a variety of factors, such as insufficient instructional time, lack of resources, or ineffective curriculum alignment. In terms of trends, it is essential to consider that these factors can vary across different educational settings and timeframes.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component with the greatest decline from the prior year is ELA. The factors contributing to this decline are a lack of monitoring intervention and small group instruction. To address this decline and improve reading performance, it is important to implement consistent monitoring and assessment practices to identify struggling readers early on. Additionally, providing targeted interventions, including small group instruction, can help address individual student needs and promote reading proficiency. By offering personalized support and employing evidence-based instructional strategies, we can work towards reversing the decline in reading performance and fostering a stronger foundation in literacy skills.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Although our Science data was above the state average, it is the data component with the greatest gap when compared to the state average. Science data indicates 62% proficiency, compared to the state average of 51%. Factors contributing to this gap in science performance were an increased focus on Science instruction and alignment of the standards in the curriculum.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science data showed the most improvement; Science achievement increased by 14 percentage points from 48% in 2022 to 62% in 2023. To improve the science data component and facilitate growth in this area, our school took several new actions. One significant step was the implementation of a dedicated science lab, providing students with a space specifically designed for conducting hands-on experiments and investigations. This science lab served as a hub for practical learning, allowing students to engage in real-world applications of scientific concepts and fostering their curiosity and critical thinking skills. Additionally, our school initiated a STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiative. This interdisciplinary approach integrated science with other subjects, promoting cross-curricular connections and enhancing students' understanding of scientific principles within a broader context. The combination of the science lab, STEAM initiative, and improved resources created an environment conducive to active learning and scientific exploration. The implementation of these



initiatives resulted in improved student performance in the science data component, reflecting the positive impact of our school's actions to enhance science education.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Data indicates a need for targeted interventions. The lack of effective interventions has a negative impact on student performance and can potentially widen the achievement gap. Therefore, it is essential to develop and implement intervention strategies that address the specific needs of these students, providing them with the necessary resources, instruction, and support to improve their academic outcomes. The monitoring of the implementation of the interventions with fidelity is also a key component to ensuring academic success for students. Additionally, attendance and tardies appear to be another area of concern highlighted by the EWS data. By closely monitoring attendance patterns and identifying students with chronic absenteeism or high rates of unexcused absences, we can take proactive measures to address this issue. By emphasizing the importance of regular attendance and providing the necessary support, we can work towards improving overall student attendance rates and ultimately promoting academic success.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Based on the data and the identified areas of concern, it is crucial to prioritize improvements in Science and ELA proficiency. To address this priority, the school should focus on implementing evidence-based instructional strategies, providing targeted interventions, and aligning the curriculum with state standards. This includes professional development opportunities for teachers to enhance their subject-specific pedagogical skills and promote effective teaching practices in Science and ELA. Additionally, offering resources and support to students, such as access to science labs, reading materials, and technology, can further facilitate learning gains in these areas. By analyzing assessment data regularly, we can identify specific areas of strength and weakness, allowing for targeted interventions and instructional adjustments. By focusing on improving learning gains in science and ELA and enhancing assessment and data analysis practices, the school can lay a solid foundation for overall academic growth.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 2023 data review, 63% of students in 3rd Grade scored a proficiency level of 3 and above on the FAST. After analysis of our two-year trend data, our focus is on the area of English Language Arts (ELA) in 3rd Grade due to a decrease in achievement from 78% in 2022 to 63% in 2023. The 15-percentage point decrease is attributed to the identification of ELA in 3rd Grade as a critical need.

**Measurable Outcome:**

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

If we successfully implement high-quality ELA instruction through the use of targeted interventions and standards-based instruction, then our ELA FAST scores should increase by a minimum of 5 percentage points as evidenced by the Spring ELA assessment.

**Monitoring:**

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

The Administration will conduct targeted and specific walk-throughs, and quarterly data chats, and provide comprehensive professional development opportunities for teachers focused on enhancing their expertise in ELA instruction. This includes implementing the Horizons intervention program as part of our comprehensive approach to supporting students in ELA. This evidence-based program will provide targeted instruction and support to students who are struggling in ELA, addressing their individual needs and helping them make significant gains in their language and literacy skills. Furthermore, our professional development initiatives will include specific training on differentiated instruction, equipping teachers with strategies and techniques to meet the diverse learning needs of students in their ELA classrooms. Through differentiated instruction, teachers will be able to tailor their instruction, materials, and assessments to accommodate various learning styles, abilities, and interests, ensuring that all students have equitable opportunities to succeed in ELA and improve their proficiency levels.

**Person responsible for monitoring outcome:**

Kristen Urra (281591@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of ELA instruction, our school will implement evidence-based intervention strategies to further support students in ELA. One such strategy is the use of a research-based intervention program, such as the Horizons intervention. This program has demonstrated success in improving language and literacy skills in struggling students. By utilizing evidence-based interventions, we ensure that our students receive targeted and effective support that has been proven to yield positive outcomes. These interventions will be implemented with fidelity, monitored regularly, and adjusted based on ongoing data analysis to ensure their effectiveness in addressing the specific needs of our students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for implementing the evidence-based Horizons intervention program at our school is based on its proven effectiveness in improving language and literacy skills among struggling students. By selecting an evidence-based strategy, we ensure that our interventions are grounded in research and best practices, targeting the specific needs of our students. This approach allows us to make data-driven decisions, provide targeted support, and be accountable to stakeholders. By utilizing an evidence-based

program, we maximize the potential for positive outcomes and ensure that our students receive the highest quality of intervention to improve their ELA proficiency.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

After completing AP1, conduct a comprehensive analysis of ELA assessment data to identify students who require additional support and intervention.

**Person Responsible:** Kristen Urra (281591@dadeschools.net)

**By When:** AP1 window is from 9/18-10/20. Implementation will take place by 9/29.

Provide professional development opportunities for teachers focused on the effective implementation of the Horizons intervention program.

**Person Responsible:** Kristen Urra (281591@dadeschools.net)

**By When:** 8/14-9/29

Develop a schedule for the implementation of the intervention program, ensuring regular and consistent intervention sessions for identified students.

**Person Responsible:** Shakira Kirby (271689@dadeschools.net)

**By When:** 8/14-9/29

**#2. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Student Attendance and EWI (Early Warning Indicators) data Two Year Comparison, our school identified student attendance as an area in need of improvement. The percentage of students with 11 or more absences has been steadily increasing. In 2021-2022, 9% of our students accumulated 11 or more absences; in 2022-2023 there was an increase of 2 percentage points totaling 13% of students with perfect attendance. Strategies include early identification and intervention, attendance incentive programs, family engagement and support, mentorship and individualized plans, regular communication and reminders, and fostering a positive school climate.

**Measurable Outcome:**

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

If we continue to implement our strategies of the 15-day PAW Chart 100% attendance and quarterly attenDANCE, students will be motivated to attend school daily. We anticipate a decrease of 1% in the percentage of students with 11 or more absences.

**Monitoring:**

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

The administration will monitor the daily attendance reports to identify students with excessive absences. The school will contact parents following five unexcused absences and counselors will complete truancy referrals as needed.

**Person responsible for monitoring outcome:**

Kristen Urra (kristen0507@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will utilize the Attendance Intervention Plan to identify targeted students in need of intervention. Additional attendance initiatives such as the 15-day paw chart will motivate students to attend school daily. Attendance will continue to be monitored closely, absences will be reported and parents will be contacted. Additionally, resources will be provided through counseling, home visits, and outside agencies as needed.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Attendance initiatives will assist in decreasing the number of students with 11 or more absences. Thus, increasing student motivation and achievement.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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.

To address attendance concerns our school will establish a system for monitoring attendance in collaboration with teachers and administration. The attendance clerk will check attendance reports monthly to monitor students' absences and target students with excessive absences.

**Person Responsible:** Kristen Urra (kristen0507@dadeschools.net)

**By When:** 8/14-9/29

Classes will complete a paw chart incentive program accumulating 15 perfect attendance days. Each class reaching 15 perfect attendance days will be rewarded by the administration. Daily attendance drawings for treasure box; Present, On-time, and in Uniform.

**Person Responsible:** Kristen Urra (281591@dadeschools.net)

**By When:** 8/14-9/29

Classes will complete a cookie chart incentive program accumulating 15 perfect on time days. Each class reaching 15 perfect on time days will be rewarded by the administration.

**Person Responsible:** Kristen Urra (281591@dadeschools.net)

**By When:** 8/14-9/29

### #3. ESSA Subgroup specifically relating to Students with Disabilities

#### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data review, our school will target the Students with Disabilities Subgroup (SWD). We selected the area based on our findings that even though we had an increase of 8 percentage points for a total of 39%, we are still below the 41% threshold.

#### Measurable Outcome:

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

If we successfully address the needs of our Students with Disability Subgroup through the continued implementation of collaborative planning in which participating teachers utilize the district pacing guides to create lessons and share best practices, the achievement proficiency of our SWD Subgroup ELA will increase by a minimum of 1 percentage points as evidenced by the FAST ELA Assessment.

#### Monitoring:

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

The Leadership Team will continually monitor the Students with Disabilities Subgroup. The results from Progress Monitoring Assessment, i-Ready, and FAST Progress Monitoring data will be analyzed and used to address areas of concern. Bi-weekly review of data will ensure students are demonstrating progress on i-Ready, McGraw-Hill assessments, Progress Monitoring Assessments, and Topic assessments. The Leadership Team will also participate in bi-weekly ELA collaborative planning sessions with each grade level and will monitor collaborative planning sessions by providing agendas and sign-in sheets.

#### Person responsible for monitoring outcome:

Kristen Urra (281591@dadeschools.net)

#### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As part of our targeted approach for Students with Disabilities, our school will prioritize the evidence-based strategy of Differentiated Instruction (DI). DI will be employed to address and fulfill the diverse academic needs of all students. Through collaborative planning, teachers will tailor instruction to accommodate individual needs, ensuring that lessons are differentiated based on content, process, products, or the learning environment. Ongoing assessment and flexible grouping will be utilized to facilitate student success. By implementing DI, we aim to provide a supportive and inclusive learning environment where all students can thrive.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our school will prioritize the evidence-based strategy of Differentiated Instruction (DI) to address the diverse needs of our students. Collaborative planning sessions involving teachers, the leadership team, and the administration will be dedicated to analyzing student performance data and using it to inform future instruction. Grade-level teams and instructional facilitators will collaborate to design lessons that target specific areas of need. Rigor and relevance will be monitored to ensure high-quality instruction. Additionally, administration and instructional coaches will provide ongoing support and assistance to teachers as necessary, fostering a culture of continuous improvement in implementing DI.

#### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Use the provided district resources; pacing guides, McGraw-Hill resources, Science resources, Intervention Tools, and i-Ready to plan and create standards-aligned lessons.

**Person Responsible:** Shakira Kirby (271689@dadeschools.net)

**By When:** 8/14-9/29

Focus on cross-curricular lesson planning that incorporates science concepts and vocabulary.

**Person Responsible:** Yvonne Sanchez (yvonesanchez@dadeschools.net)

**By When:** 8/14-9/29

Conduct data chats with teachers to analyze the progress monitoring data, identify needs and opportunities for enrichment, create instructional focus calendars, and plan for instruction.

**Person Responsible:** Shakira Kirby (271689@dadeschools.net)

**By When:** 8/14-9/29

#### #4. Instructional Practice specifically relating to Science

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our analysis of the 2023 data, it was found that 62% of 5th-grade students achieved a proficiency level of 3 and above on the FCAT Science assessment. After reviewing our Two Year Trend data, we have identified Science proficiency in 5th grade as an area of focus to sustain and build upon the positive progress we have observed. Our goal is to continue the upward trend in Science proficiency, ensuring that more students reach and exceed the proficiency level in this subject.

##### Measurable Outcome:

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

By effectively implementing high-quality Science instruction that incorporates science lab investigations and STEAM (Science, Technology, Engineering, Arts, and Mathematics) lessons, we anticipate a minimum increase of 3 percentage points in our Spring Science Standards Assessment scores. This improvement will serve as evidence of the positive impact of our instructional strategies. To further support our STEAM initiative, we are exploring the possibility of securing additional grant funding to enhance the resources and opportunities available to our students in Science and STEAM education.

##### Monitoring:

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

The Administration will facilitate quarterly data chats, conduct classroom walkthroughs, and closely monitor students' engagement in higher-order thinking and inquiry learning. Grade-level teachers will collaborate to plan quarterly STEAM lessons, ensuring alignment with standards. Students will actively participate in hands-on, problem-based, and standards-based STEAM lessons. Visible evidence of STEAM integration will be observed across all grade levels, and progress will be monitored through science topic assessments.

##### Person responsible for monitoring outcome:

Kristen Urra (281591@dadeschools.net)

##### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Science instruction, our school will focus on implementing Inquiry-Based Learning, which includes conducting essential labs and utilizing the school science lab. Essential labs will be an integral part of our Science curriculum, allowing students to engage in hands-on experiments and investigations that align with the learning objectives. These labs will provide opportunities for students to explore scientific concepts, develop inquiry skills, and make connections between theory and practice. The school science lab will serve as a dedicated space equipped with the necessary materials, resources, and safety measures to facilitate these hands-on learning experiences. By utilizing the school science lab and implementing essential labs, we aim to enhance students' scientific understanding and foster their curiosity and love for science.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of Inquiry-Based Learning will foster critical thinking skills, leading to enhanced student performance. By engaging in Inquiry-Based Learning, students will have the opportunity to make personal connections and develop a deeper understanding of the topics and content they are learning. They will use science journals to document their lab findings and take notes, promoting reflection and the integration of new knowledge. Teachers will provide corrective feedback to guide students and ensure



they stay on track, while also recognizing and rewarding their progress and achievements. Through this approach, students will actively participate in their learning, develop a deeper understanding of scientific concepts, and further enhance their overall academic performance.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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.

Grade-level teams will utilize the pacing guide to schedule and plan the incorporation of hands-on interactive science labs using the Essential Toolkit K-5 and Essential Lab K-5 Manuals provided by the District.

**Person Responsible:** Kristen Urra (281591@dadeschools.net)

**By When:** 8/14-9/29

We will organize a STEAM Night where students will have the opportunity to actively participate and showcase a variety of engaging and interactive STEAM-related activities. The STEAM Night will serve as a celebration of students' achievements in STEAM education and inspire a passion for STEAM disciplines among participants.

**Person Responsible:** Yvonne Sanchez (yvonesanchez@dadeschools.net)

**By When:** 8/14-9/29

We will organize science-related field trips to provide students with valuable hands-on learning experiences outside the classroom. Additionally, we will establish a robotics club to further engage students in STEAM education.

**Person Responsible:** Yvonne Sanchez (yvonesanchez@dadeschools.net)

**By When:** 8/14-9/29

The administrative team will facilitate data chats to analyze science assessment data, with the purpose of identifying areas of strength, growth, and progression related to the implementation of Essential Labs.

**Person Responsible:** Kristen Urra (281591@dadeschools.net)

**By When:** 8/14-9/29

## **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding includes reviewing the budget allocations during the EESAC and PTA meetings with stakeholders. During these meetings, all stakeholders have a chance to review the budget and give feedback/advice on the priority needs where the funding can benefit the most.

## **Title I Requirements**

**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The School Improvement Plan (SIP), (UniSIG) budget, and School-Wide Progress (SWP) will be shared with all stakeholders in a comprehensive and parent-friendly manner. These documents will be shared with all stakeholders at EESAC meetings, Opening of Schools meeting, Faculty meetings, and leadership meetings.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Jack D. Gordon is dedicated to fostering strong, positive relationships with parents, families, and community stakeholders to align with its mission, cater to student needs, and ensure effective communication. In addition to our website having our school's Mission and Vision statement, after school parent-teacher meetings, workshops, and open house events will be organized to facilitate face-to-face interactions. The establishment of a Parent-Teacher Association (PTA) will create a collaborative platform for parents to actively participate in school decision-making. Community engagement initiatives, such as joint projects with local organizations and businesses, will enhance the school's impact beyond its walls.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Collaborative teacher professional development sessions will ensure the delivery of an enriched and accelerated curriculum that caters to varying learning styles and abilities. Technology integration, such as online resources and interactive platforms, will provide students with additional tools to access quality educational content. By leveraging community partnerships and parental involvement, the school aims to offer experiential learning opportunities and guest speaker sessions, enriching students' academic experience and fostering a culture of continuous improvement.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

**Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Counselors provide both individualized and group guidance to address mental health concerns, while integrated mental health programs teach students essential coping skills. Specialized support services such as paras cater to diverse learning needs, fostering inclusivity and success for all students.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

The school employs a comprehensive schoolwide tiered model based on the student code of conduct to proactively prevent and address problem behavior, fostering a positive and inclusive learning environment. This model includes multiple tiers of support, beginning with universal strategies that benefit all students, such as a clear code of conduct and positive behavior reinforcement. For students who require additional assistance, targeted interventions are implemented such as daily behavior charts as well as individualized counseling sessions.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Teachers, paraprofessionals, and other personnel engage in ongoing professional development to enhance their instructional techniques and effectively utilize data from academic assessments to tailor teaching strategies. Collaborative workshops, peer mentoring, and expert-led training sessions empower educators to analyze assessment data, identify student needs, and implement evidence-based interventions. In order to recruit and retain our effective teachers, we have started to implement an "Employee of the Month" incentive program.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

In compliance with the "Kindergarten Rocks!" campaign, our school reaches out to local Early Childhood Centers in our area and set up field trips for the students to visit our Primary Learning Centers. Registration packets are given out to those centers so that parents are prepared to register their child for Kindergarten. Our social media is updated to include Kindergarten readiness information including orientation dates for future students.