

Jack David Gordon Elementary School

14600 COUNTRY WALK DR, Miami, FL 33186

<http://jdgordon.dadeschools.net>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 advance technology. Jack D. Gordon Elementary Community School is committed to promoting student achievement.

School Environment

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.

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 CORE Values 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.

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.

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 works 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 as needed. Periodically, outside services are suggested as needed by the school based leadership team.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	17	8	9	10	11	74
One or more suspensions	0	0	0	0	0	9	9
Course failure in ELA or Math	11	20	2	5	2	1	41
Level 1 on statewide assessment	0	0	0	27	34	33	94

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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. The District has also purchased several software programs such as Teach Town, Learning Ally, Waterford, Reading Plus, 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.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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 counselor assists teachers in identifying and providing families with food.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
lopez, caleb	Principal
Chico-Roman, Judith	Assistant Principal
Watkins, Rebecca	Assistant Principal
Finegan, Leighton	Assistant Principal
Chain, Naif	Assistant Principal
Davis, Patrick	Guidance Counselor
Baugh, Dianne	Guidance Counselor
Gavulic, Rebecca	Teacher, K-12
Lloyd-Charles, Valentine	Teacher, K-12
Sosa-Hidalgo, Lily	Teacher, K-12
Araque, Terri	Teacher, ESE

Duties

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, Caleb Lopez; Assistant Principals, N. Chain, J, Chico-Roman, L, Finegan, R. Watkins; Counselors, P. Davis, D. Baugh; Instructional Coaches, V. Lloyd-Charles, R. Gavulic; reading leader, L. Sosa-Hidalgo; a primary teacher, an intermediate teacher and a special area teacher, T. Araque. In addition, the school psychologist, M, Molina-Gutierrez, school social worker, J. Rosenbaum 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 counselors 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). Refer student cases as needed to 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, and Reading Plus, District state adopted textbooks and materials, such as the McGraw Hill Reading Series, Scott Foresman Science series, Go Math! Mathematics Series, myON Reader, Thinkgate reports and CELLA.

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 chairs. This groups meets once a month to review data, offer instructional support, discuss intervention strategies to insure 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. Math and Language Arts are implementing new standards this year.
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 SAC through a voting process. SAC 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 SAC looks for resources and solutions that are needed for student achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Monica Lopez	Parent
Ileana Hidalgo	Parent
Develyn Givens	Teacher
Doris Ibarra	Business/Community
Elena Izquierdo	Teacher
Evelyn Diaz	Parent
Ivette Camere	Parent
Lisa Aldavin	Parent
Kelly Benitez	Student
Mari Corugedo	Teacher
Maria Jarquin	Education Support Employee
Maria Morales-Ojeda	Parent
Maria Torra	Teacher
Roseann Merwitzer	Teacher
Rosie Little	Education Support Employee
Valentine Lloyd-Charles	Teacher
Gerardo Viera	Business/Community
Camila Pou-Cuervo	Student
Angie Heyser	Teacher
Caleb Lopez	Parent
Rebecca Watkins	Principal
Alfred Agon	Business/Community

Duties

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

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 72% proficiency to 78% proficiency. In reading, our student achievement of high standards improved overall by 7% in reading to 79%. In mathematics, we increased our student achievement of high standards by 5%, from 69% to 74%. Consequently, our annual learning gains improved in reading by 9%, from 69% to 78%. Our annual learning gains in mathematics increased 14%, from 61% to 75%. Proficiency rating in writing decreased 8 % from 61% to 53% scoring 3.5 or higher and in science we decreased proficiency by 9%, from 63% to 52%. 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.

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.

Preparation of the school's annual budget and plan

In the spring, the projected school budget for the 2014-2015 school year was shared with the SAC and input was collected. During the September 2014 meeting, updated budget information was shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

In 2013-2014, 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 interventionist.

At the September 2014 meeting, the SAC reviewed the school improvement funds. Allocations will be determined for each SIP goal, which include professional development for teachers, and instructional materials, the purchase of student incentives for academic and attendance recognition and the purchase of Supplemental Education Tutoring materials.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
lopez, caleb	Principal
Chain, Naif	Assistant Principal
Chico-Roman, Judith	Assistant Principal
Finegan, Leighton	Assistant Principal
Watkins, Rebecca	Assistant Principal
Centeno, Diana	Teacher, K-12
Fata, Lori	Teacher, K-12
Gavulic, Rebecca	Teacher, K-12
Kelly, Denise	Teacher, K-12
Littman, Kimberly	Teacher, K-12
Lloyd-Charles, Valentine	Teacher, K-12
Merwitzer, Roseann	Teacher, K-12
Miller, Claudia	Teacher, K-12
Pujol, Joana	Teacher, K-12
Sosa-Hidalgo, Lily	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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.

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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.

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness

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

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

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

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

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.** To increase student achievement by improving core instruction in all content areas.
- G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.
- G3.** The STEM goal for the 2014-2015 school year is to increase inquiry-based activities in the science and mathematics classroom that optimize real-world application of science, technology, engineering, and mathematics.
- G4.** To increase the percentage of parents who participate in school-related activities by 5 percentage points.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G050535

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	81.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	83.0
AMO Math - All Students	75.0
FSA - English Language Arts - Proficiency Rate	90.0
Math Gains	78.0
Math Lowest 25% Gains	76.0
FSA - Mathematics - Proficiency Rate	83.0
FCAT 2.0 Science Proficiency	57.0
Attendance rate	7.0
One or More Suspensions	1.0
Retained Students	4.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- In order to increase rigor, teachers need to build their knowledge of the Florida Standards and high yield strategies

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

caleb lopez

Schedule

Monthly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Administrative calendar

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1a

G050555

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	6.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- In order to increase rigor, teachers need to build their knowledge of the Florida Standards and high yield strategies.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

caleb lopez

Schedule

Biweekly, from 10/9/2014 to 6/4/2015

Evidence of Completion

Administrative observation calendar

G3. The STEM goal for the 2014-2015 school year is to increase inquiry-based activities in the science and mathematics classroom that optimize real-world application of science, technology, engineering, and mathematics. 1a

G050556

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0

Resources Available to Support the Goal 2

- Computer labs, Gizmos, Discovery, Science Fair, Math and Science Night, Fairchild Challenge, District STEM/Science contests

Targeted Barriers to Achieving the Goal 3

- There is a minimal number of students given the opportunity to participate in STEM-related experiences. The number of STEM-related experiences provided for the students is limited. Teachers lack sufficient knowledge about how to teach STEM.

Plan to Monitor Progress Toward G3. 8

Administration and Science Leader will review data from formal assessments and performance assessments.

Person Responsible

caleb lopez

Schedule

Monthly, from 10/9/2014 to 6/4/2015

Evidence of Completion

Science Fair projects, science journals, participation in district-wide competitions, formal assessments

G4. To increase the percentage of parents who participate in school-related activities by 5 percentage points. 1a

G050558

Targets Supported 1b

Indicator	Annual Target
	25.0

Resources Available to Support the Goal 2

- Community Involvement Specialist, media center

Targeted Barriers to Achieving the Goal 3

- Parents have limited knowledge of grade level expectations needed to assist their children.

Plan to Monitor Progress Toward G4. 8

Parent sign-in sheets, contact logs, and surveys will be collected throughout the year to monitor for increased parental participation.

Person Responsible

Leighton Finegan

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent sign-in sheets, contact logs, and surveys

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. To increase student achievement by improving core instruction in all content areas. **1**

 G050535

G1.B1 In order to increase rigor, teachers need to build their knowledge of the Florida Standards and high yield strategies **2**

 B126586

G1.B1.S1 Implement collaborative sessions and instructional frameworks by facilitating targeted planning to enhance core instruction. **4**

 S138542

Strategy Rationale

By implementing collaborative sessions and instructional frameworks best practices can be shared.

Action Step 1 **5**

Conduct collaborative sessions twice a month that focus on the Florida Standards and high yield strategies. Use protocols to structure conversations to ensure that meetings are conducted with care and achieve the desired outcomes.

Person Responsible

Lily Sosa-Hidalgo

Schedule

Biweekly, from 9/19/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, agendas of meetings

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

Instructional personnel will use the Florida Standards and high yield strategies provided in collaborative sessions to implement lessons

Person Responsible

caleb lopez

Schedule

Daily, from 10/8/2014 to 6/4/2015

Evidence of Completion

Student work, lessons

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

After each collaborative session, exit slips will be used to identify areas for follow-up and support.

Person Responsible

Lily Sosa-Hidalgo

Schedule

Biweekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Exit slips

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1

G050555

G2.B1 In order to increase rigor, teachers need to build their knowledge of the Florida Standards and high yield strategies. 2

B126611

G2.B1.S1 Implement collaborative sessions and instructional frameworks by facilitating targeted planning to enhance core instruction. 4

S139134

Strategy Rationale

By implementing collaborative sessions and instructional frameworks best practices can be shared.

Action Step 1 5

Conduct collaborative sessions twice a month that focus on the Florida Standards and high yield strategies. Use protocols to structure conversations to ensure that meetings are conducted with care and achieve the desired outcomes.

Person Responsible

Lily Sosa-Hidalgo

Schedule

Biweekly, from 9/19/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, agendas of meetings

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Instructional personnel will use the Florida Standards and high yield strategies provided in collaborative sessions to implement lessons

Person Responsible

caleb lopez

Schedule

Daily, from 10/8/2014 to 6/4/2015

Evidence of Completion

Student work, lessons

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

After each collaborative session, exit slips will be used to identify areas for follow-up and support.

Person Responsible

Lily Sosa-Hidalgo

Schedule

Biweekly, from 10/8/2014 to 6/4/2015


Evidence of Completion

Exit slips


G3. The STEM goal for the 2014-2015 school year is to increase inquiry-based activities in the science and mathematics classroom that optimize real-world application of science, technology, engineering, and mathematics. **1**

 G050556

G3.B1 There is a minimal number of students given the opportunity to participate in STEM-related experiences. The number of STEM-related experiences provided for the students is limited. Teachers lack sufficient knowledge about how to teach STEM. **2**

 B126612

G3.B1.S1 Increase the number of STEM related activities offered to the students such as labs and hand-on projects. **4**

 S138556

Strategy Rationale

Students learn how their world works when they have the opportunity to see and build it themselves.

Action Step 1 **5**

The Assistant Principal and the Science and Math Leaders will meet monthly to develop a plan for implementation, discuss scoring and rubrics, and fair logistics. The leaders will meet with grade levels bi-weekly to share topic ideas, lessons, discuss ongoing progress and assist with resources necessary to conduct classroom experiments.

Person Responsible

Rebecca Gavulic

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The number of projects entered into the science fair and other STEM related competitions will increase

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

Classroom walkthrough/observations to reveal teachers using STEM based activities.

Person Responsible

caleb lopez

Schedule

Biweekly, from 10/9/2014 to 6/4/2015

Evidence of Completion

Student work, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration and the Science Leader will monitor data from assessments, projects

Person Responsible

caleb lopez

Schedule

Quarterly, from 10/9/2014 to 6/4/2015

Evidence of Completion


Number of projects submitted to Science Fair.

G4. To increase the percentage of parents who participate in school-related activities by 5 percentage points.


1

 G050558

G4.B2 Parents have limited knowledge of grade level expectations needed to assist their children. 2

 B127207

G4.B2.S1 Increase the number of parent events about curriculum and grade level expectations. Offer these at various times of day and year. 4

 S139250

Strategy Rationale

By offering more events during the day and in the evening, more parents will be able to attend.

Action Step 1 5

Parents will be notified through the monthly calendar or individual flyers about meetings and workshop opportunities pertaining to curriculum. The community Involvement Specialist and teachers will be providing the training to parents before, during and after school.

Person Responsible

caleb lopez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Calendar of events

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administration and the CIS will gather all sign-in sheets and agendas

Person Responsible

caleb lopez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

sign-in sheets, agendas, flyers, calendar of events

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Parents will develop a working knowledge of academics and ways to help their child - adding value to education. Parents will develop a cooperative working relationship with the school and become aware of all the program opportunities that are available to help them.

Person Responsible

Leighton Finegan

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, surveys, Power Point Presentations, contact-logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Conduct collaborative sessions twice a month that focus on the Florida Standards and high yield strategies. Use protocols to structure conversations to ensure that meetings are conducted with care and achieve the desired outcomes.	Sosa-Hidalgo, Lily	9/19/2014	Sign-in sheets, agendas of meetings	6/4/2015 biweekly
G3.B1.S1.A1	The Assistant Principal and the Science and Math Leaders will meet monthly to develop a plan for implementation, discuss scoring and rubrics, and fair logistics. The leaders will meet with grade levels bi-weekly to share topic ideas, lessons, discuss ongoing progress and assist with resources	Gavulic, Rebecca	8/18/2014	The number of projects entered into the science fair and other STEM related competitions will increase	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	necessary to conduct classroom experiments.				
G2.B1.S1.A1	Conduct collaborative sessions twice a month that focus on the Florida Standards and high yield strategies. Use protocols to structure conversations to ensure that meetings are conducted with care and achieve the desired outcomes.	Sosa-Hidalgo, Lily	9/19/2014	Sign-in sheets, agendas of meetings	6/4/2015 biweekly
G4.B2.S1.A1	Parents will be notified through the monthly calendar or individual flyers about meetings and workshop opportunities pertaining to curriculum. The community Involvement Specialist and teachers will be providing the training to parents before, during and after school.	lopez, caleb	8/18/2014	Calendar of events	6/4/2015 monthly
G1.MA1	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	lopez, caleb	10/8/2014	Administrative calendar	6/4/2015 monthly
G1.B1.S1.MA1	After each collaborative session, exit slips will be used to identify areas for follow-up and support.	Sosa-Hidalgo, Lily	10/8/2014	Exit slips	6/4/2015 biweekly
G1.B1.S1.MA1	Instructional personnel will use the Florida Standards and high yield strategies provided in collaborative sessions to implement lessons	lopez, caleb	10/8/2014	Student work, lessons	6/4/2015 daily
G2.MA1	Administrators will use walkthroughs and observations as opportunities for classroom visits to observe demonstrations and modeling of the Florida Standards and high yield strategies.	lopez, caleb	10/9/2014	Administrative observation calendar	6/4/2015 biweekly
G2.B1.S1.MA1	After each collaborative session, exit slips will be used to identify areas for follow-up and support.	Sosa-Hidalgo, Lily	10/8/2014	Exit slips	6/4/2015 biweekly
G2.B1.S1.MA1	Instructional personnel will use the Florida Standards and high yield strategies provided in collaborative sessions to implement lessons	lopez, caleb	10/8/2014	Student work, lessons	6/4/2015 daily
G3.MA1	Administration and Science Leader will review data from formal assessments and performance assessments.	lopez, caleb	10/9/2014	Science Fair projects, science journals, participation in district-wide competitions, formal assessments	6/4/2015 monthly
G3.B1.S1.MA1	Administration and the Science Leader will monitor data from assessments, projects	lopez, caleb	10/9/2014	Number of projects submitted to Science Fair.	6/4/2015 quarterly
G3.B1.S1.MA1	Classroom walkthrough/observations to reveal teachers using STEM based activities.	lopez, caleb	10/9/2014	Student work, lesson plans	6/4/2015 biweekly
G4.MA1	Parent sign-in sheets, contact logs, and surveys will be collected throughout the year to monitor for increased parental participation.	Finegan, Leighton	8/18/2014	Parent sign-in sheets, contact logs, and surveys	6/4/2015 monthly
G4.B2.S1.MA1	Parents will develop a working knowledge of academics and ways to help their child - adding value to education. Parents will develop a cooperative working relationship with the school and become aware of all the	Finegan, Leighton	8/18/2014	Sign-in sheets, surveys, Power Point Presentations, contact-logs	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	program opportunities that are available to help them.				
G4.B2.S1.MA1	Administration and the CIS will gather all sign-in sheets and agendas	lopez, caleb	8/18/2014	sign-in sheets, agendas, flyers, calendar of events	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 In order to increase rigor, teachers need to build their knowledge of the Florida Standards and high yield strategies

G1.B1.S1 Implement collaborative sessions and instructional frameworks by facilitating targeted planning to enhance core instruction.

PD Opportunity 1

Conduct collaborative sessions twice a month that focus on the Florida Standards and high yield strategies. Use protocols to structure conversations to ensure that meetings are conducted with care and achieve the desired outcomes.

Facilitator

R. Merwitzer, D. Centeno, K. Littman, L. Fata, C. Miller, V. Lloyd-Charles, R. Gavulic, C. Lopez, N. Chain, J. Chico-Roman, L. Finegan, R. Watkins

Participants

all instructional teachers

Schedule

Biweekly, from 9/19/2014 to 6/4/2015

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

G2.B1 In order to increase rigor, teachers need to build their knowledge of the Florida Standards and high yield strategies.

G2.B1.S1 Implement collaborative sessions and instructional frameworks by facilitating targeted planning to enhance core instruction.

PD Opportunity 1

Conduct collaborative sessions twice a month that focus on the Florida Standards and high yield strategies. Use protocols to structure conversations to ensure that meetings are conducted with care and achieve the desired outcomes.

Facilitator

R. Merwitzer, D. Centeno, K. Littman, L. Fata, C. Miller, V. Lloyd-Charles, R. Gavulic, C. Lopez, N. Chain, J. Chico-Roman, L. Finegan, R. Watkins

Participants

all instructional teachers

Schedule

Biweekly, from 9/19/2014 to 6/4/2015

G3. The STEM goal for the 2014-2015 school year is to increase inquiry-based activities in the science and mathematics classroom that optimize real-world application of science, technology, engineering, and mathematics.

G3.B1 There is a minimal number of students given the opportunity to participate in STEM-related experiences. The number of STEM-related experiences provided for the students is limited. Teachers lack sufficient knowledge about how to teach STEM.

G3.B1.S1 Increase the number of STEM related activities offered to the students such as labs and hand-on projects.

PD Opportunity 1

The Assistant Principal and the Science and Math Leaders will meet monthly to develop a plan for implementation, discuss scoring and rubrics, and fair logistics. The leaders will meet with grade levels bi-weekly to share topic ideas, lessons, discuss ongoing progress and assist with resources necessary to conduct classroom experiments.

Facilitator

R. Gavulic

Participants

Science Teachers

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

G4. To increase the percentage of parents who participate in school-related activities by 5 percentage points.

G4.B2 Parents have limited knowledge of grade level expectations needed to assist their children.

G4.B2.S1 Increase the number of parent events about curriculum and grade level expectations. Offer these at various times of day and year.

PD Opportunity 1

Parents will be notified through the monthly calendar or individual flyers about meetings and workshop opportunities pertaining to curriculum. The community Involvement Specialist and teachers will be providing the training to parents before, during and after school.

Facilitator

Community Involvement Specialist, Administration

Participants

Parents, teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0