
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2151 - Jack D. Gordon Community Elementary School

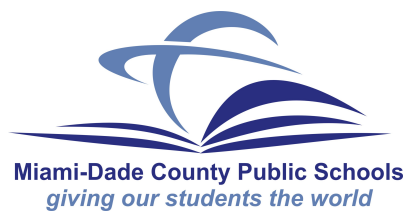
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Ruth Alperin

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Jack D. Gordon Community Elementary School

Jack D. Gordon Elementary Community School, with a total student population of 1706 opened in September 1994 serving pre-kindergarten through fifth grade. The socioeconomic background of the community spans from lower to upper middle class. After analyzing and evaluating pertinent data such as School Demographic and Academic Profiles, School Performance Levels, Standard Achievement Test results, Florida Comprehensive Assessment Test results and Florida Writing Assessment Test results, and the Employee Self Assessment Survey, Jack D. Gordon Elementary Community School, in conjunction with the Educational Excellence School Advisory Council, has identified ten objectives as school-wide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 84 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 81 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 85 percent of the students reaching a score of 4.0 or above as documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score from 312 in the 2005 FCAT Science Test to 317 as documented by the 2006 FCAT Science Test.

Given the need to continue to establish a home-to-school connection in an effort to improve academic achievement, volunteer hours through the School Volunteer Program will increase by three percent from 4,700 hours in the 2004-2005 school year to 4,935 hours in the 2005-2006 school year showing an increase of 235 hours as evidenced through the Volunteer Sign-In Log.

Given the importance of providing a safe and disciplined environment in schools, the number of accident reports generated at the school will decrease by three percent from 533 in May 2005 to 517 in May 2006.

Given instruction using the Sunshine State Standards, 80 percent of students in grade three will complete the Galactic Library portion of the FCAT Explorer program as evidenced by class performance reports in an effort to improve reading skills as evidenced on the 2006 FCAT Reading Test.

Given increased knowledge on the importance of health and physical fitness, the number of students receiving awards as measured by the FITNESSGRAM will increase by three percent from 80 percent in 2005 to 83 percent in 2006.

Given the importance of special interest classes and talents children may pursue, the number of students participating in additional enrichment programs will improve by five percent from 149 in the 2004-2005 school year to 156 during the 2005-2006 school year.

Jack D. Gordon Elementary Community School will maintain its ranking on the State of Florida ROI index publication at the 98th percentile in 2003 to the next publication of the index in 2004.

Jack D. Gordon Elementary Community School has identified the priority areas from the results of the Organizational Performance Improvement Survey as Leadership and Customer and Market Focus. The areas selected were chosen as a means to promote parental involvement and the leadership at the school level. These areas will be addressed throughout the school year by offering staff and students the administrative support, encouragement and organizational management. A continuous plan will be in effect to provide professional growth opportunities, administrative team meetings, faculty and staff meetings, grade level meetings, vertical team meetings, and articulation meetings. Once plans have been put in place, their results will be studied and modified as necessary in order to promote student achievement. In addition, parental involvement is also considered a priority. In order to continue to promote customer and market focus, volunteer orientations, Parent Teacher Association meetings, parent-teacher conferences, parent workshops, career speakers, and EESAC meetings will be encouraged and facilitated. We will communicate with parents via school website, school marquee, PTA website, flyers, announcements, parent letters, emails and telephone voicemail.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Jack D. Gordon Community Elementary School

VISION

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 citizens who can successfully compete in today's global society through an environmentally conscious curriculum that promotes advanced technology.

MISSION

The mission of Jack D. Gordon Elementary Community School is that through the infusion of advanced technology into an environmentally-conscious theme, we will maximize the potential of our students by producing responsible and knowledgeable citizens able to successfully compete in today's global society.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety and well being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Jack D. Gordon Elementary Community School is a large metropolitan school with a student population of 1703. The school opened in September 1994 serving pre-kindergarten through fifth grade. The socioeconomic background of the community spans from lower to upper middle class. The school has a main campus and two Primary Learning Centers (PLC's). The Manatee Primary Learning center is located one mile from the Main Campus. The Panther Primary Learning Center is located two and one half miles off-site. The main campus is located on 11.4 acres in Miami-Dade County at 14600 Country Walk Drive, Miami, FL 33186. Fifty-three classrooms are encompassed in three buildings at the main campus (pre-kindergarten and second through fifth grades), with a freestanding cafeteria, media center and main office. Additionally, the school has nine relocatable classrooms. The Panther Primary Learning Center is located on four acres in Miami-Dade County at 15001 SW 127 Avenue. The Manatee Primary Learning Center is also located on four acres in Miami-Dade County at 15551 SW 142 Avenue. Each off-site Primary Learning Center consists of eleven classrooms, a main office and a multipurpose room which serves as a dining room.

The school employs a total of 129 full-time staff members and 36 part-time staff members. Included in the groups are one principal, five assistant principals, two lead teachers and 95 teachers. The teacher count includes eight teachers in kindergarten, 11 teachers in first grade, 12 teachers in second grade, 13 teachers in third grade, ten teachers in fourth grade, ten teachers in fifth grade, six teachers of students with disabilities, four teachers of students that receive English as a Second Language, eight Spanish teachers, ten special area (music, art and physical education) teachers and one Reading Leader. Additionally, the school has one media specialist, two guidance counselors, two full-time paraprofessionals, six part-time classroom assistants, eight clerical employees, 13 cafeteria workers, six security monitors and 14 custodial service workers. On the teaching staff, 40 percent hold a Masters Degree and nine percent hold a Specialist Degree. The average teaching experience of the faculty is 12 years. For the 2005-2006 school year, the school has one beginning teacher. Twenty-seven percent of the teachers are White Non-Hispanic, 26 percent are African-American, 45 percent are Hispanic and two percent are other ethnic groups. Eighty-eight percent of the teachers are females and 12 percent are males.

Jack D. Gordon Elementary Community School serves 1703 students in grades pre-kindergarten through five. Thirty-three percent of the students qualify for the Free and Reduced Lunch Program. The ethnic/racial make-up of the student population is 20 percent White Non-Hispanic, seven percent African-American, 67 percent Hispanic and five percent other ethnic groups. Eleven percent of the students are second language learners. Six percent of the students are students with disabilities. Of this percent, five percent receive individualized instruction from a teacher in exceptional student education using a resource model. Two resource teachers meet the needs of these students. In addition, there are two fourth grade inclusion model classrooms and one fifth grade inclusion model classroom. The model of inclusion utilized at the school is the co-teaching model which consists of one general education teacher and one teacher for students with disabilities who teach the general education and students with disabilities during the instructional day. There are also four self-contained gifted classes. Three percent of students in kindergarten through fifth grade were retained in 2004-2005. There are 95 students enrolled in the Teaching Enrichment Activities to Minority Students (TEAM) program at the school. English for Speakers of Other Languages (ESOL) and Curriculum Content in the Home Language (CCHL) are provided to students qualifying for these programs. Second and third grade students attend a computer lab on a weekly basis in order to utilize instructional software which enhances technological awareness and application. In addition, fourth and fifth grade students participate in a science lab on a weekly basis where they have an opportunity to engage in hands-on experiments.

The school strives to involve both parents and the community in educational and social activities. The strong commitment and representation from these groups is evident. Jack D. Gordon Elementary Community School's Parent Teacher Association (PTA) is active in fundraising and planning events throughout the school year to support the instructional program and enhance community involvement. The school sponsors different events throughout the year including a volunteer breakfast and a Dade Partners luncheon to recognize parents and community members. Due to active parent and community participation, the school has had the distinction of receiving the Golden Apple Award for outstanding volunteer participation every year since it opened in

1994.

Jack D. Gordon Elementary Community School has taken the challenge to continue to enhance the level of student performance and maintain the Florida Department of Education's designation as an "A" school. Seventy-one percent of the students in grades three through five made learning gains in reading comprehension skills in the 2005 FCAT Reading Test, 71 percent of the students in grades three through five made learning gains as reflected in the 2005 FCAT Mathematics Test. Scores of the 2005 FCAT Writing Test indicate that 97 percent of the students in grade four met high standards. In order to continue to meet these high standards, parent workshops will be offered in the areas of student achievement and FCAT. Professional development for the staff will continue to be provided on an ongoing basis.

School Foundation

Leadership:

The leadership team at Jack D. Gordon Elementary Community School consists of the principal, five assistant principals, and two lead teachers set goals for all of its employees and staff through weekly leadership team meetings. These meetings address issues that deal with safety, attendance, discipline and achievement of all students. The leadership team strives to promote and create a positive work environment by recognizing the endeavors and efforts that help meet the goals of the school set forth through the School Improvement Plan.

According to the result of the Leadership Category on the Organizational Performance Improvement Survey, the staff expressed an interest in additional professional growth opportunities. In an effort to assist the staff and faculty with this need, the leadership team and administrative team will meet on a monthly basis to collaborate and facilitate professional growth opportunities. The Administrative Team and Leadership team will disseminate information to faculty and staff about professional growth opportunities being offered by the District and/or Regional Center. These will be provided via emails, staff meetings, bulletin board postings, flyers, Memorandums from the District Offices and/or Regional Centers, and the Miami-Dade County Public School Educational Portal.

District Strategic Planning Alignment:

Although the faculty and staff members of Jack D. Gordon understand the goals and objectives of the school set forth by the School Improvement Plan, 28 percent of staff and faculty members that completed the Strategic Planning Category on the Organizational Performance Improvement Survey expressed a need to become more involved on the planning for the future of the organization. In order to address this need, the Administrative Team will promote attendance at Educational Excellence School Advisory Council meetings and Parent Teacher Association general meetings through closed-circuit television, school marquee, school website, email and flyers. This will be done on a monthly basis. The staff and faculty will have an opportunity to participate in the decision-making process by having discussions on the goals and objectives of the school during Faculty and Staff meetings and Grade Level/Department Chair meetings.

All faculty members are an integral part of committees that help develop the goals and objectives necessary to focus on the academic and social needs of the student body. The 2005-2006 School Improvement Plan serves as a guide to help assure that all strategies are accomplished in order to meet the objectives designed. Each faculty member will have a copy of the School Improvement Plan in order to monitor student achievement. Staff members will also be furnished with copies of the School Improvement Plan in order to assist with the implementation and development of our goals and objectives.

Stakeholder Engagement:

Seventy-nine percent of the staff that completed the Customer and Market Focus Category on the Organizational Performance Improvement Survey strongly feel that they have open communication with their customers. Our staff and faculty have created a strong and effective home-to-school connection. Continuous opportunities to maintain this partnership will include Parent Nights to provide FCAT strategies in the areas of reading, writing, math science and technology to be completed between November 2005 and March 2006, Parent Resource Fairs during Open House 2005, After School Care, Community School, and Volunteer Orientations are done on an on-going basis throughout the school year. In addition, parent communication is maintained through conferences as needed, school

website, staff and faculty mailboxes, school marquee, e-mail and voice messages.

Faculty & Staff:

According to the results of the Human Resource Focus Category of the Organizational Performance Improvement Survey, 89 percent of staff and faculty members that completed the survey felt that they could make changes that would improve their work. In order to facilitate this change, the Administration has developed a schedule for Vertical Team Meetings that consist of teams of members from each grade level, to meet once a month and discuss strategies necessary for the scope and sequence of the curriculum. These Vertical Team Meetings will allow teachers to share ideas, analyze student data, and make modifications necessary to improve instruction across each grade level.

Data/Information/Knowledge Management:

Jack D. Gordon Elementary acknowledges the value of data-driven decisions and constantly reviews various data elements to monitor student progress, staff, parent needs, and school functions.

Ongoing assessments are an integral part of the instructional process. DIBELS, FCAT Explorer, Riverdeep, Accelerated Reader, S.T.A.R, and District assessments enable teachers to review the data using resources such as Edusoft Reports, Student Performance Indicators and Academic Improvement Plans. These diagnostic and performance reports all assist in teacher, grade level and school data analysis. As a result of this data analysis, Jack D. Gordon Elementary has identified students that will benefit from in-house tutoring, TEAM classes, referrals for consideration in Special Education or Gifted programs.

The School Climate Survey, and the Organizational Performance Improvement Survey are reviewed with the EESAC, faculty and staff to improve the Continuous Improvement Process. According to the results of the Measurement, Analysis, and Knowledge Management Category of the Organizational Performance Survey, 87 percent of staff and faculty members that completed the survey felt that they received all the important information they needed to do their work. In an effort to improve this area, the Administration will provide the staff and faculty with a monthly status report of the school budget, student achievement, technology reports, volunteer membership update, PTA reports, accident reports and agendas discussed at EESAC meetings as well as District and Regional updates.

Education Design:

Jack D. Gordon Elementary Community School will offer a variety of additional learning opportunities for students. Tutorial programs to address the specific needs of students who did not attain high standards on the FCAT, targeted subgroups that did not meet Adequate Yearly Progress (AYP) and students recommended by teachers who feel that additional learning opportunities are needed will occur during school hours. These students will be afforded the opportunity to work in small groups with trained tutors and/or certified teachers on a regularly scheduled basis. The tutorials will include students who have been retained in third grade who are participating in Language Arts/Reading for a period of two and a half hours a day. The students retained in third grade for the second time (Tier 2 students) will participate in Languages Arts/Reading for three hours daily. These students will also utilize the Voyager Passport software program during their extended learning opportunity. The Academic Excellence Program (AEP) will continue to be offered before and after school. This program focuses on the music abilities of students and develops critical thinking skills. The TEAM classrooms in second through fifth grade are an enriched and supplemental curriculum. The gifted program focuses on higher order critical thinking skills across all curricular

areas for second through fifth grade students. The inclusion model is offered to fourth and fifth grade students meeting eligibility for an exceptional student education program using the co-teaching model. The technology lab provides reinforcement for students and teachers. The science lab is a valuable resource for the enhancement of hands-on science skills. The Principal's Celebration of Reading is a school activity each Friday. The Accelerated Reader program is offered to students in second through fifth grade with a reward incentive provided for student achievement.

Jack D. Gordon Elementary Community School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan-for changes to bring about improvement, Do-changes on a small scale first to try them, Study-to see if changes are working, and Act-to get the greatest benefit from changes.

Jack D. Gordon Elementary Community School will continue to promote courses that enhance and enrich student academic abilities such as TEAM (Teaching Enrichment Activities for Minority Students), AEP (Academic Excellence Program), and gifted programs. These courses help to set expectations that are designed to improve student achievement.

Performance Results:

The staff and faculty at Jack D. Gordon Elementary Community School have expressed a need to improve student attendance. According to the 2004-2005 School Ranking, Jack D. Gordon Elementary Community School ranked 105 (Attendance 95.47%) in the District. The staff and faculty at this school will improve the attendance rate by three percent. The Administration has implemented an Attendance Action Plan in an effort to decrease student absences. Each staff member has been provided with a copy of the Attendance Action Plan. Strategies, timelines, policies and interventions have been implemented in order to facilitate this objective.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

All students at Jack D. Gordon Elementary Community School will be able to read on or above grade level and will be literate members of society.

Needs Assessment

The results attained from the 2005 School Accountability Report indicate that 81 percent of the students tested achieved high standards in reading, an increase of four percentage points over the scores of the 2004 administration, 71 percent made learning gains in reading, a decrease of two percentage points from the 2004 administration and 61 percent of the lowest 25 percent made a year's worth of progress in reading, a decrease of eight percentage points from the 2004 administration. Scores of the 2005 FCAT Reading Test indicate that 72 percent of students in grade three scored at or above FCAT Achievement Level three, an increase of two percentage points over the 2004 administration. Scores of the 2005 FCAT Reading Test indicate that 81 percent of students in grade four scored at or above FCAT Achievement Level three. There was no change from the 2004 administration. Scores of the 2005 FCAT Reading Test indicate that 78 percent of students in grade five scored at or above FCAT Achievement Level three, an increase of 13 percentage points over the 2004 administration. The school did meet Adequate Yearly Progress (AYP) for the 2004-2005 school year. Analyzing data across the grade levels shows evidence that third grade students need to improve skill/mastery in the Main Idea/Purpose cluster by five percentage points and Reference/Research cluster by five percentage points. Fourth grade students need to improve skill/mastery in the Reference/Research cluster by three percentage points, Comparisons cluster by five percentage points, and the Words/Phrases cluster by four percentage points.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 84 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate computer-assisted technology into daily instruction and provide professional development to teachers so that instructional software is integrated into instruction.	Administrators, Grade Level Chairpersons	8/8/2005	5/24/2006
Train all special area teachers on the effective use of FCAT task cards.	Administrators, Reading Leader	10/12/2005	12/14/2005
Implement the Comprehensive Research-Based Reading Plan (CRRP) for students in Kindergarten through fifth grade.	Administrators, Classroom Teachers,	8/8/2005	5/24/2006
Conduct a "Reading and Writing Night" for parents with FCAT strategy workshops and training sessions to assist parents so that they can provide instructional support in reading and writing at home.	Administrators, Grade Level Chairpersons	12/7/2005	12/7/2005
Integrate Riverdeep Reading software in kindergarten through third grade instruction.	Administrators, Science Lab Teacher, Technology Coordinator, Media Specialist, Classroom Teachers	8/8/2005	5/24/2006
Implement the Accelerated Reader Program to all second through fifth grade students on a weekly basis.	Administrators, Media Specialist, Classroom Teachers	8/8/2005	5/24/2006
Identify students scoring in the lowest 25 percent on the 2005 FCAT Reading Test in order to provide daily intensive instruction in small groups in grades two through five using the Sunshine State Standards and Grade Level Expectations.	Administrators, Reading Leaders, Classroom Teachers	8/8/2005	5/24/2006
Identify students in all subgroups scoring at Level one on the 2005 FCAT Reading Test, as delineated in AYP disaggregated data and implement a tutorial program to address the reading deficiencies of students in grades two through five twice a week.	Administrators, Grade Level Chairpersons, Reading Leaders	8/8/2005	5/24/2006
Implement monthly vertical grade level articulation meetings in grades two through five.	Administrators, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton-Mifflin Research Based Reading Series: Miami-Dade Edition

Professional Development

In order to ensure effective classroom instruction, professional development for all teachers will include training on the tested reading clusters found on the FCAT, the administration of District mandated assessments (screening, diagnostic and progress monitoring), FCAT Explorer, Riverdeep, Accelerated Reader, and the Comprehensive Research-Based Reading Plan (CRRP). Other professional development will be scheduled based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of inservices will include modeling lessons, mentoring to teachers by the Reading Leaders and other curriculum support by the District and school.

Evaluation

Weekly and monthly assessments provided by the teacher will be used to monitor student progress on an on-going basis. Resources for assessment will include the core reading program tests, Accelerated Reader results, FCAT Explorer, Riverdeep Reading Diagnostics and Burns and Roe Informal Reading Inventory (IRI) as a diagnostic assessment for third through fifth grade students. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used as a screening assessment for kindergarten through fifth grade students. The in-house reading tutoring program will be evaluated through teacher-made tests, teacher observations and student performance in class in order to monitor each student's need. Achievement of the objective will be evidenced when 84 percent of the students reach the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

All students at Jack D. Gordon Elementary Community School will demonstrate increased performance in mathematics and will be able to function on or above grade level in mathematics.

Needs Assessment

The results attained from the 2005 School Accountability Report indicate 78 percent of the students tested met high standards in mathematics, an increase of four percentage points over scores of the 2004 administration, and 71 percent of the students tested made learning gains in mathematics, a decrease of two percentage points from the scores of the 2004 administration. Scores on the 2005 FCAT Mathematics Test indicate that 75 percent of students in grade three scored at or above FCAT Achievement Level three, an increase of six percentage points over scores of the 2004 administration. Scores on the 2005 FCAT Mathematics Test indicate that 77 percent of students in grade four scored at or above FCAT Achievement Level three, an increase of five percentage points over scores of the 2004 FCAT Mathematics Test. Scores on the 2005 FCAT Mathematics Test indicate that 70 percent of students in grade five scored at or above FCAT Achievement Level three, an increase of three percentage points over the 2004 FCAT Mathematics Test. The school met Adequate Yearly Progress (AYP). Additionally, analyzing the data across the grade levels shows evidence that third grade will need to improve student skills in the Geometry cluster by fourteen percentage points. Fourth grade will need to improve student skills in the Measurement and Geometry clusters by five percentage points each. Grade five scores indicate a need for improvement in the Number Sense clusters by five percentage points.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 81 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate media technology (i.e. computer, laser discs, CD Rom) to support classroom instruction in a research based mathematics program in grades Kindergarten through fifth.	Administrators, Classroom Teachers	8/8/2005	5/24/2006
Implement monthly vertical grade level articulation meetings in grades two through five.	Administrators, Grade Level Chairpersons	8/8/2005	5/24/2006
Incorporate FCAT Explorer and Riverdeep Mathematics software into mathematics lessons to strengthen mathematics application skills in grades three through five.	Administrators, Technology Leader, Classroom Teachers	8/8/2005	5/24/2006
Identify students in all subgroups scoring at Level One on the 2005 FCAT Mathematics Test, as delineated in AYP disaggregated data, and implement a tutorial program for grade five to remediate the mathematics deficiencies of students.	Administrators, Grade Level Chairpersons	8/8/2005	5/24/2006
Initiate schoolwide activities that emphasize mathematics application skills in grades Kindergarten through five.	Administrators, Grade Level Chairpersons	8/8/2005	5/24/2006
Conduct a "Math and Science Night" for parents with FCAT workshops and training sessions to assist parents so that they can provide instructional support in math and science at home.	Administrators, Grade Level Chairpersons, Math Leader	11/9/2005	1/11/2006
Utilize manipulatives to help students understand concepts and skills being taught in grades Kindergarten through fifth.	Administrators, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Harcourt-Brace Mathematics Program Florida Series.

Professional Development

Professional development for all teachers will include training using resources that will enhance classroom instruction. The strategies that will be implemented will focus on Algebraic Thinking and Data Analysis, FCAT Explorer, Riverdeep and the use of mathematics task cards. Other inservices will be scheduled based on teacher surveys, data-driven analysis and/or District/Regional Center initiatives. Delivery of professional development will include mentoring to teachers by other curriculum support personnel offered by the District.

Evaluation

Weekly and monthly assessments provided by the teacher will be used to monitor student progress on an on-going basis. Resources for assessment will include the core mathematics program tests, FCAT Explorer, Riverdeep math diagnostics, academic grades and on-going feedback from tutors. The in-house mathematics tutoring program will be evaluated through teacher-made tests, teacher observations and student performance in order to monitor the need of the students tutored. Achievement of the objective will be evidenced when 78 percent of the students reach the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

All students at Jack D. Gordon Elementary Community School students will be able to incorporate the following elements into their writing: focus, organization, support, and conventions. All students will be able to communicate effectively through writing.

Needs Assessment

The results attained from the 2005 School Accountability Report indicate that 94 percent of students tested met the state standard of 3.5 or higher in writing, a decrease of 1 percentage point from the scores of the 2004 administration. Scores of the 2005 FCAT Narrative Writing Test indicate that 96 percent of students tested met the state standard of 3.5 or higher in writing, a decrease of 1 percentage point from scores of the 2004 administration. Scores of the 2005 FCAT Expository Writing Test indicate that 95 percent of students tested met the state standard of 3.5 or higher in writing, an increase of five percentage points over the 2004 administration. The data revealed that an improvement of one percentage point in the area of support and details is needed in narrative writing. In addition, results revealed that 83 percent of the students in grade four scored a 4.0 or above on the combined results of the 2005 administration of the FCAT Writing test, a decrease of two percentage points from the 2004 administration. Though data indicates a strength in expository writing, continuous instruction is required in order to continue to raise student achievement levels by one percentage point.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 85 percent of the students reaching a score of 4.0 or above as documented by scores of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement monthly vertical grade level articulation meetings in grades two through five.	Administrators, Classroom Teachers Grade Level Chairpersons	8/8/2005	5/24/2006
Infuse technology into the writing process for students in first through fifth grade on a weekly basis.	Administrators, Reading Leader Classroom Teachers Computer Lab Teacher Technology Coordinator	8/8/2005	5/24/2006
Schedule quarterly professional growth opportunities for teachers emphasizing FCAT Writing strategies to ensure student mastery with narrative and expository writing.	Administrators, Reading Leader Classroom Teachers	8/8/2005	5/24/2006
Administer the District provided narrative pre and post writing tests to develop diagnostic remediation plans for students.	Administrators, Classroom Teachers, Reading Leaders	8/8/2005	5/24/2006
Improve the quality of writing through the implementation of strategies such as sentence variety and writing pictures. Incorporate classroom journal writing in order to provide additional writing opportunities for students in grades Kindergarten through fifth.	Administrators, Reading Leaders, Classroom Teachers	8/8/2005	5/24/2005
Conduct a "Reading and Writing Night" for parents with FCAT strategies workshops and training sessions to assist parents so that they can provide instructional support in reading and writing at home.	Administrators, Grade Level Chairpersons, Classroom Teachers, Reading Leaders	11/16/2005	1/11/2006

Research-Based Programs

Houghton-Mifflin Reading Program Florida Series is the state adopted series selected at the school to be used as the core program for reading. This series also address the writing component of the curriculum.

Professional Development

Professional growth opportunity for teachers will focus on strategies which will include writing pictures, scoring holistically, techniques to ensure student mastery of narrative and expository writing, effective use of journal writing, vocabulary development and editing. Since student work will be published utilizing available software, teachers will be trained on the use of the software. Other professional growth opportunities will be scheduled based on teacher surveys, data driven analysis and/or District/Regional Center initiatives.

Evaluation

District provided narrative and expository writing tests will be used to monitor student progress and develop a diagnostic remediation plan for students. Monthly writing prompts for first through fifth grade students will be conducted. Scores from these prompts will be analyzed to evaluate student mastery and to develop a plan to ensure effective writing practices are in place. Achievement of the objective will be evidenced when 85 percent of the students reach the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All students at Jack D. Gordon Elementary Community School students will be able to apply the scientific method and scientific process in an effort to increase scientific knowledge of all students.

Needs Assessment

The results of the 2005 FCAT Science Test reflects a mean scale score of 312, which is an increase of 26 points from the District mean scale score of 286. The score also indicates that the school is performing above both the District's mean scale score of 286 and state's mean scale score of 296. The scores, however, reflect a decrease in the average number of points earned in the Life/Environmental cluster with students achieving 62 percent correct in the 2005 FCAT Science Test as compared to 69 percent in 2004 FCAT Science Test, a decrease of 7 percentage points. The 2005 FCAT Science Test reflects 65 percent of students scored at or above the state mean scale score of 296.

In an effort to improve science scores in all Science FCAT clusters, students in grades four and five will continue to participate in the science lab and have science hands-on experiences, teachers of grades Kindergarten through third grade will be provided opportunities to visit the science lab for in-house professional development opportunities that provide insight as to the requirements of the FCAT, and parents will also be given opportunities to receive information about the FCAT requirements via a "Science and Math Night".

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score from 312 in the 2005 FCAT Science Test to 317 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement monthly vertical grade level articulation meetings in grades two through five.	Administrators, Classroom Teachers, Science Lab Teacher, Grade Level Administrators	8/8/2005	5/24/2006
Provide science lab resources such as thermometers, scales, mirrors, etc. to second through fifth grade classrooms, students, and parents on a check-out basis.	Administrators, Science Lab Teacher	8/8/2005	5/24/2006
Conduct a schoolwide science study of environmental science in grades two through five to enhance the science curriculum.	Administrators, Science Lab Teacher, Classroom Teachers, Administration	1/4/2006	4/19/2006
Provide information to parents and the community about the science requirements and mathematics requirements through a parent "Math and Science Night".	Administrators, Science Lab Teacher, Math Leader, Administrators	11/2/2005	1/11/2006
Utilize fifth grade supplemental science curriculum compiled by fifth grade teachers, Windows on Science and Internet sources to enhance the core science program.	Administrators, Classroom Teachers, Science Lab Teacher, Computer Lab Teacher	8/8/2005	5/24/2006
Provide one hour of hands-on science lab time per week for fourth and fifth grade students in addition to classroom science lab.	Administrators, Classroom Teachers, Science Lab Teacher	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Brace Science program Florida Series is the state-adopted series selected at the school to be used as the core program for science.

Professional Development

Professional development will include: review of the Sunshine State Standards test item specifications, correlation of hands-on activities to the benchmarks, and integrating other subject areas into the science curriculum.

Evaluation

District provided science assessments, pre and post science general knowledge tests, weekly lab sheets, and academic science grades will be used to monitor student progress and will be used to develop a diagnostic, remediation plan for students. These assessments will be administered and evaluated by the classroom and science lab teacher. Achievement of the objective will be accomplished when students in grade five improve their science skills as evidenced by an increase in the mean scale score of 312 as documented by the 2005 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

All students at Jack D. Gordon Elementary Community School will provide increased opportunities for parents to be involved in their children's education. All stakeholders will work in a collaborative manner in order to foster academic excellence.

Needs Assessment

The data reflected on the 2004-2005 School Volunteer Sign-In Log indicated that volunteers participated a total of 4,700 hours at Jack D. Gordon Elementary Community School. Further analysis of the volunteer hours completed during the 2004-2005 school year indicate there was an average of 2.5 volunteer hours per student enrolled. Jack D. Gordon Elementary Community School recognizes the importance of parental involvement and therefore will improve the average volunteer hours per student enrolled to 2.9.

Continued efforts to generate increased volunteer hours, support and participation will be in effect throughout the year by providing volunteer orientations on an on-going basis throughout the school year, providing parents opportunities to complete fingerprinting procedures on-site, and advertising via school website, flyers, school marquee, and community clubhouse.

Measurable Objective

Given the need to continue to establish a home-to-school connection in an effort to improve academic achievement, volunteer hours through the School Volunteer Program will increase by three percent from 4,700 hours in the 2004-2005 school year to 4,935 hours in the 2005-2006 school year showing an increase of 235 hours as evidenced through the Volunteer Sign-In Log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a "Technology Night" for parents to attend. Parents will be exposed to a variety of software programs that can assist their children with academic achievement.	Administrators, Computer Lab Teacher, Technology Coordinator, Classroom Teachers	1/25/2006	1/25/2006
Facilitate the volunteer process by providing Volunteer Orientations on a quarterly basis that educate parents on the importance of parental involvement. In addition, coordinate dates and times for fingerprinting to take place at the school site.	Administrators	8/8/2005	5/24/2006
Provide and maintain a parent resource center in the Media Center with instructional materials for check out and use at home.	Administrators, Media Specialist	8/8/2005	5/1/2006
Invite parents to participate in Career Week via flyers, school website and school marquee.	Administrators, School Counselor Classroom Teachers	4/7/2006	4/7/2006
Encourage active parent participation in decision making groups like the Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA) through monthly PTA flyers.	Administrators, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

National Standards for PTA

Professional Development

Parents will be encouraged to participate in the following activities and committees throughout the 2005-2006 school year: Educational Excellence School Advisory Council (EESAC), Open House - Resource Fair, Career Week, Take your Parents to School Day, Parent Teacher Association (PTA) general meetings, Community School Sponsored activities and Technology Night for Parents. District and Regional Center sponsored workshops that address the needs of parents in helping their children achieve academically will also be announced through newsletters, school marquee, school website and flyers.

Evaluation

Volunteer hours will increase by three percent from the 2004-2005 school year as reflected in the Volunteer Sign-In Log. Achievement of the objective will be evidenced by an increase of three percent of volunteer hours documented at Jack D. Gordon Elementary Community School for the 2005-2006 school year, an increase of 235 hours.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

Jack D. Gordon Elementary Community School will provide a safe and disciplined environment for all students and will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Analysis of accident reports from the 2004-2005 school year generated through MIS indicate most of the accidents reported occurred during physical education instruction. However, further analysis also indicates that many accidents occur during times of transition between classes or at arrival and dismissal. Further analysis and study of the reports indicate that instructional time was interrupted in most cases and that these incidents could have been avoided by students if attention were paid to safety rules and regulations established at the school site. Therefore, the need to decrease accidents should be addressed.

In an effort to maintain a safe learning environment, the following will take place to decrease accident reports generated at school by three percent: students will be reminded of appropriate behaviors and safety responsibilities on a quarterly basis via closed-circuit television by Safety Patrol members; safety rules will be reviewed by classroom teachers and special area teachers on a quarterly basis; all students will be provided the opportunity to be "Caught Doing The Right Thing" at all times; and school accident reports generated through MIS will be monitored on a quarterly basis.

Measurable Objective

Given the importance of providing a safe and disciplined environment in schools, the number of accident reports generated at the school will decrease by three percent from 533 in May 2005 to 517 in May 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create and follow a schoolwide arrival and dismissal plan to ensure the safety of students.	Administrators, Classroom Teachers, Special Area Teachers	8/8/2005	5/24/2006
Provide a schoolwide Career Week with presentations from safety organizations and professionals such as police officers, fire rescue workers, and other safety professionals.	Administrators, School Counselors, Administrators	4/3/2006	4/7/2006
Conduct weekly reminders over closed-circuit television about the importance of safety and responsible citizenship.	Administrators, Media Specialist, Classroom Teachers, Head Custodian	8/8/2005	5/24/2006
Announce students that were "Caught Doing The Right Thing" over closed-circuit television on a weekly basis.	Administrators, Media Specialist, Classroom Teachers	10/10/2005	5/24/2006
Provide monthly updates at faculty and staff meetings about safety issues and accident reports generated through MIS.	Administrators	8/8/2005	5/24/2006
Conduct a poster and essay contest titled "How I Can Make My School A Safer Place" for students in grades two through five.	Administrators, Classroom Teachers, Art Teachers	1/5/2006	1/13/2006
Monitor accident reports generated on a quarterly basis.	Administrators	10/13/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Professional growth opportunities will be afforded all faculty and staff in the areas of safety, Classroom Management, Walk-Safe Program, DARE, AAA Safety, Youth Crime Watch.

Evaluation

The number of accident reports generated through MIS will decrease by three percent from 533 in the 2004-2005 school year to 517 in the 2005-2006 school year as evidenced by a decrease of 16 reports. Reports will be monitored through District monthly Accident Report generated through MIS.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

All students at Jack D. Gordon Elementary Community School will be able to integrate technology in all curricular areas. Jack D. Gordon Elementary Community School will foster an equitable and universal gateway to technology.

Needs Assessment

Jack D. Gordon Elementary Community School has identified areas where improvement is warranted in its technology program. The student-computer ratio needs to be reduced from 1:8 to 1:5 to enable students to have additional access to computer software. This access will enhance students' abilities to meet National Educational Technology Standards (NETS). Students are assigned reading and mathematics software programs based on pre-tests and post-tests, and on teacher observations. Baseline data will be established this school year because this is a new program being implemented at the school site.

Measurable Objective

Given instruction using the Sunshine State Standards, 80 percent of students in grade three will complete the Galactic Library portion of the FCAT Explorer program as evidenced by class performance reports in an effort to improve reading skills as evidenced on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor students' use of the Accelerated Reader Program in grades two through five on a quarterly basis.	Administrators, Media Specialist Classroom Teachers	8/8/2005	5/24/2006
Administer the S.T.A.R Reading Assessment Test as a pretest and mid-year review to assist teachers in setting and revising student reading levels in the Accelerated Reader Program in grades two through five.	Administrators, Computer Lab Teacher	8/8/2005	5/24/2006
Use NETS to facilitate research of various academic topics in grades three to five on an as needed basis.	Administrators, Classroom Teachers	8/8/2005	5/24/2006
Integrate Riverdeep Reading software in Kindergarten through fifth grade instruction.	Administrators, Classroom Teachers, Technology Coordinator	8/8/2005	5/24/2006
Implement EasyTech technology integration program in grades four and five.	Administrators, Classroom Teachers, Technology Coordinator	8/8/2005	5/24/2006
Provide instruction and monitor the use of FCAT Explorer to improve the reading skills of students in grades three through five.	Administrators, Computer Lab Teacher, Classroom Teachers, Technology Coordinator	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Teachers will be provided with an opportunity to receive Riverdeep Learning Management System training, EasyTech training on an as-needed basis, electronic gradebook training and in-house NETS (National Educational Technology Standards) training.

Evaluation

FCAT Explorer student reports will be generated and monitored to show that 80 percent of students in grades three have completed the Galactic Library portion of the FCAT Explorer Program. This program will be monitored on a quarterly basis.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

To properly assess both student fitness performance and programmatic success, it is recommended that Jack D. Gordon Elementary Community School administer a pre and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Jack D. Gordon Elementary Community School will use the previous year's FITNESSGRAM assessment data to determine the percentage of students who met the minimum health-related standards. Physical Education teachers will also identify students that did not meet minimum health-related standards during the 2005 administration of the FITNESSGRAM. The needs of these students will be addressed by monitoring their progress in specific tested items on a quarterly basis, providing them incentives such as team leader in class, and sending home informational packets on the importance of healthy eating and exercise habits. All students will benefit from the additional support provided.

Measurable Objective

Given increased knowledge on the importance of health and physical fitness, the number of students receiving awards as measured by the FITNESSGRAM will increase by three percent from 80 percent in 2005 to 83 percent in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a FITNESSGRAM pretest to second through fifth grade students during the first nine weeks of school to determine baseline measures.	Administrators, Physical Education Department	8/15/2005	10/5/2005
Incorporate FCAT Mathematics and Reading strategies in physical education lessons to enhance and support the general education curriculum.	Administrators, Physical Education Department	8/8/2005	5/24/2006
Provide physical education teachers the results of the FITNESSGRAM Test given to students grades two through five to modify the instructional program in meeting the goals and objectives of the curriculum.	Administrators, Physical Education Department	8/8/2005	5/24/2006
Provide students in grades two through five with activities specifically related to assessment component items such as curl-ups, push-ups, sit and reach, trunk lifts and the mile walk/run to reinforce training for the FITNESSGRAM.	Administrators, Physical Education Department	8/8/2005	5/24/2006
Recognize students that have accomplished physical fitness goals on the morning announcements via closed circuit television.	Administrators, Media Specialist, Physical Education	8/8/2005	5/24/2006

Research-Based Programs

FITNESSGRAM test

Professional Development

Physical education teachers at Jack D. Gordon Elementary Community School will continue to participate in professional growth opportunities which will include Miami-Dade County Public Schools Physical Education Workshops, American Heart Association Jump Rope For Heart, Whales Tales Water Safety Instruction, and Walk Safe Program for pedestrian safety lessons.

Evaluation

Jack D. Gordon Elementary Community School will administer the FITNESSGRAM, health-related fitness test. The Physical Education Department will record the students' scores and compare the scores to the FITNESSGRAM scale. The 2006 FITNESSGRAM scores will improve three percent over the 2005 FITNESSGRAM scores from 80 percent in 2005 to 83 percent in 2006.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

All Jack D. Gordon Elementary Community School students will be given the opportunity to pursue areas of interest and special talents and will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

One hundred and forty-nine students were involved in special area, extra curricular programs during the 2004-2005 school year through the After School Care program and the Academic Excellence Program (AEP). These programs include a Running Club, Strings Class, Recorder Ensemble, Chorus and Art Club. These special area, extra curricular programs motivate students to attend school on a regular basis, create better relationships at school and provide students opportunities to flourish in areas that are non-academic. Participation in these programs will improve by five percent through advertisement via school website, flyers and closed-circuit television, and providing students not involved in enrichment classes opportunities to see musical ensembles, art shows and running meets before and after school.

Measurable Objective

Given the importance of special interest classes and talents children may pursue, the number of students participating in additional enrichment programs will improve by five percent from 149 in the 2004-2005 school year to 156 during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Inform parents on a quarterly basis of the enrichment programs offered at the school through flyers and the school website.	Administrators, Special Area Teachers	10/5/2005	5/24/2006
Include and involve special area teachers in all assemblies for performing arts.	Administrators, Special Area Teachers	8/8/2005	5/24/2006
Establish a "Night of the Arts" to showcase student talents across all special area curriculum and encourage parents to participate.	Administrators, Special Area Teachers	2/28/2006	2/28/2006
Advertise advantages of participating in enrichment programs via closed circuit television.	Administrators, Media Specialist, Special Area Teachers	9/14/2005	4/26/2006
Continue to offer Chorus, Running Club, Art Club, and Strings classes to students through the After School Care program and AEP (Academic Excellence Program), FEA (Future Educators of America), After School Care, Safety Patrol, and Youth Crime Watch.	Administrators, Special Area Teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Professional growth opportunities will be afforded to teachers at faculty meetings to highlight the importance of special area classes in connection to the academic success and emotional growth of children.

Evaluation

Participation of students in special area enrichment programs will increase by five percent from 149 during the 2004-2005 school year to 156 during the 2005-2006 school year, as indicated by attendance logs.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Jack D. Gordon Elementary Community School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2003, Jack D. Gordon Elementary Community School ranked at the 98th percentile on the State of Florida ROI index. The school will make every endeavor to maintain this ranking.

Measurable Objective

Jack D. Gordon Elementary Community School will maintain its ranking on the State of Florida ROI index publication at the 98th percentile in 2003 to the next publication of the index in 2004.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Faculty and staff will become more informed about the use of financial resources in relation to school programs.	Administration	10/4/2005	5/24/2006
Collaborate with the district on resource allocation.	Administration, Grade Level Chairpersons	10/4/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Administration, Grade Level Chairpersons	10/4/2005	5/24/2006
Consider reconfiguration of existing resources by taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration, Grade Level Chairpersons	10/4/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Jack D. Gordon Elementary Community School will maintain the 98th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The Educational Excellence School Advisory Council (EESAC) reviews the school budget annually and makes priority recommendations based on identified needs.

Training:

The EESAC reviews recommendations to provide inservice training and support for teachers and EESAC members through designated technology personnel.

Instructional Materials:

The EESAC makes recommendations for use and purchase of instructional materials, such as mathematics manipulatives, reading support materials and instructional computer software.

Technology:

The EESAC periodically surveys teachers about technology needs in the school in order to make recommendations for support materials such as software to support classroom needs.

Staffing:

The EESAC is kept apprised of any staffing decisions made at the school level.

Student Support Services:

The EESAC makes recommendations for using paraprofessionals in the classrooms to assist teachers with small group instruction as budgetary constraints allow.

Other Matters of Resource Allocation:

Purchases of additional technology services through FCAT Enhancement funds have been recommended by the EESAC.

Benchmarking:

The EESAC has been an integral part of making recommendations and supporting assessments (monthly writing prompts), screening tests(DIBELS) and diagnostic tests that help support the goals of the School Improvement Plan.

School Safety & Discipline:

The EESAC supports the Safety Patrol and Youth Crime Watch Club at the school. The school also has an active safety committee.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent