
SCHOOL IMPROVEMENT PLAN

2006-2007



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

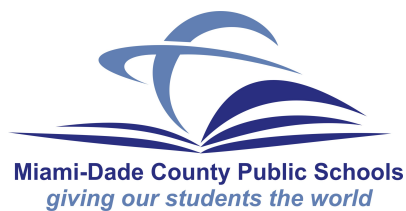
FeederPattern: Miami Southridge Senior

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 1,505 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 2006-2007 school year.

Given instruction based on the Sunshine State Standards, 85 percent of students in third through fifth grade will score a Level 3 or higher as documented by scores of the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 80 percent of students in third through fifth grade will score a Level 3 or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 86 percent of students in grade four will score a 4.0 or above as documented by scores of the 2007 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, 56 percent of students in grade five will score a Level 3 or higher as documented by scores of the 2007 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 3,496 hours in the 2005-2006 school year to 3,600 hours in the 2006-2007 school year showing an increase of 104 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 517 in May 2006 to 502 in May 2007.

Given instruction based on the Sunshine State Standards, 89 percent of students in grade three will complete the Galactic Library portion of the FCAT Explorer program, a one percent increase from 2005-2006, as evidenced by class performance reports in an effort to improve reading skills as evidenced on the 2007 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 83 percent in 2006 to 86 percent in 2007.

Given the importance of special interest classes and talents children may pursue, 189 students in second through fifth grade will participate in enrichment programs, a three percent increase from 2005-2006 as evidenced in participation rosters.

Jack D. Gordon Elementary Community School will increase its ranking on the State of Florida ROI index publication at the 93rd percentile in 2004 on the next publication of the index in 2005-2006.

Jack D. Gordon Elementary Community School has identified the priority areas from the results of the Organizational Performance Improvement Survey as Strategic Planning and Process Management (OPIS). The areas selected were chosen as a means to promote collegial planning at the school level. These areas will be addressed throughout the school year by offering staff and students administrative support, encouragement and organizational management. A continuous plan will be in effect to provide professional growth opportunities, leadership administrative team meetings, faculty and staff meetings and grade level meetings. Collegial planning will be implemented and the results will be studied and instruction will be modified as necessary in order promote student achievement. 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 attendance at EESAC meetings will be encouraged and facilitated. We will communicate with parents via the school website, the PTA website, schoolwide flyers, announcements, parent letters, emails, and Connect-Ed.

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 1505. 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. 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 from the Main Campus. The main campus is located on 11.4 acres in Miami-Dade County at 14600 Country Walk Drive, Miami, FL 33186. Forty-seven classrooms are encompassed in three buildings at the main campus (second through fifth grade), 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. The Manatee Primary Learning Center consists of one prekindergarten classroom, five kindergarten classrooms, four first grade classrooms, a main office and a multipurpose room which serves as a dining room and a Special Education Resource classroom.

The Panther Primary Learning Center consists of five kindergarten classrooms, five first grade classrooms, a main office and a multipurpose room which serves as a dining room.

The school employs a total of 133 full-time staff members and 20 part-time staff members. Included in the groups are one principal, five assistant principals, and 88 teachers. The teacher count includes ten teachers in kindergarten, nine teachers in first grade, ten teachers in second grade, 12 teachers in third grade, 11 teachers in fourth grade, 13 teachers in fifth grade, six Special Education teachers, a teacher of students that receive English as a Second Language, six Spanish teachers, ten special area (music, art and physical education) teachers and a Literacy Leader, who is a classroom teacher. Additionally, the school has two media specialists, two guidance counselors, a Program Specialist, three full-time paraprofessionals, four part-time classroom assistants, 12 clerical employees, 11 cafeteria workers, six security monitors and 12 custodial service workers. On the teaching staff, 45 percent hold a Masters Degree and eight percent hold a Specialist Degree. The average teaching experience of the faculty is 12 years. For the 2006-2007 school year, the school has ten beginning teachers. Twenty-eight percent of the teachers are White Non-Hispanic, 17 percent are African-American, 51 percent are Hispanic and four percent are other ethnic groups. Ninety-three percent of the teachers are females and seven percent are males.

Jack D. Gordon Elementary Community School serves 1505 students in pre-kindergarten through fifth grade. Forty-five 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, 68 percent Hispanic and five percent other ethnic groups. Thirty-one percent of the students are second language learners. Seven percent of the students are students with disabilities. Of this percent, three percent receive individualized instruction from a teacher in Special Education using a resource model. Three resource teachers meet the needs of these students. In addition, there is one third grade inclusion model classroom, one fourth grade inclusion model classroom and one fifth grade inclusion model classroom. The co-teaching model of inclusion is implemented consisting 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 2005-2006. There are 97 students enrolled in the Teaching Enrichment Activities to Minority Students (TEAM) program in second through fifth grade. English for Speakers of Other Languages (ESOL) and Curriculum Content in the Home Language (CCHL) are provided to students qualifying for these programs. In addition, there is one self-contained ESOL class in kindergarten.

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 events throughout the year including a volunteer breakfast and a luncheon to

recognize parents and community members who are active Dade Partners. Due to vital 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 for five years. Sixty-eight percent of the students in third through fifth grade made learning gains in reading comprehension skills based on the 2006 FCAT Reading Test, 76 percent of the students in third through fifth grade made learning gains as reflected in the 2006 FCAT Mathematics Test. Scores of the 2006 FCAT Writing Test indicate that 95 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 one principal and five assistant principals that 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 understanding how well the work location is doing financially. In an effort to assist the staff and faculty with this need, the leadership team will meet monthly with the faculty to discuss how money has been allocated to programs in order to meet student needs and improve student achievement.

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, 25 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 in the planning for the future of the organization. The staff would like for the work location to ask for more of their ideas as it relates to curricular goals, discipline, and budget. 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 in order for staff members to voice their ideas in a public forum. This will be done on a monthly basis. The staff and faculty will also 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.

Many faculty and staff members serve on integral committees that help develop the goals and objectives necessary to focus on the academic and social needs of the student body. The 2006-2007 School Improvement Plan serves as a guide to help assure that all strategies are accomplished in order to meet the objectives designed. All faculty and staff members will have a copy of the School Improvement Plan in order to monitor student achievement and assist with the implementation of goals and objectives.

Stakeholder Engagement:

Eighty-five 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 in order to provide FCAT strategies in the areas of Reading, Writing, Mathematics, and Science to parents. Throughout the school year, parent activities include Parent Resource Fairs, Open House, Community School, and Volunteer Orientations. In addition, parent communication is maintained through conferences as needed, the school website, e-mail, and Connect Ed.

Faculty & Staff:

According to the results of the Human Resource Focus Category of the Organizational Performance Improvement Survey, 85 percent of staff and faculty members that completed the survey felt that they have a safe work environment where they are recognized and encouraged to develop their job skills so they can advance in their careers. In order to ensure this process continues, the administrative team will use the Continuous Improvement Model (CIM) and meet with grade levels to continue to plan collaboratively, 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 continuously reviews various data elements to monitor student progress, staff, and parent needs, and the outcome of school functions.

Ongoing assessments are an integral part of the instructional process. DIBELS, Accelerated Reader, Standardized Test for Assessment of Reading (S.T.A.R), unit tests from the Houghton Mifflin Reading Series and District assessments enable teachers to review the data using resources such as COGNOS, Student Performance Indicators and Control D Viewer. 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 and 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, 93 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, 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 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 on a regularly scheduled basis. The tutorials will include students who have been retained in third grade who participate in Language Arts/Reading for a period of two and a half hours a day. These students will also utilize the Voyager Passport program during their extended learning opportunity. The Academic Excellence Program (AEP) will be offered after school. This program focuses on geography 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 students in second through fifth grade. The inclusion model is offered to third, fourth and fifth grade students meeting eligibility for a Special Education Program using the co-teaching model. The Principal's Gordon's Glorious Readers is a schoolwide activity each Friday. The Focus Team will go on closed-circuit television every Monday morning to highlight benchmarks that teachers are to target that particular week. 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 the Gifted Program. 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 2005-2006 School Ranking, Jack D. Gordon Elementary Community School ranked 64 (Attendance 95.67%) 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 2006 School Accountability Report indicate that 84 percent of the students tested achieved high standards in reading, an increase of three percentage points over the scores of the 2005 administration, 68 percent made learning gains in reading, a decrease of three percentage points from the 2005 administration and 65 percent of the lowest 25 percent made a year's worth of progress in reading, an increase of four percentage points from the 2005 administration. Scores of the 2006 FCAT Reading Test indicate that 80 percent of students in grade three scored at or above FCAT Achievement Level 3, an increase of eight percentage points over the 2005 administration. Scores of the 2006 FCAT Reading Test indicate that 72 percent of students in grade four scored at or above FCAT Achievement Level 3, a decrease of nine percentage points over the 2005 administration. Scores of the 2006 FCAT Reading Test indicate that 79 percent of students in grade five scored at or above FCAT Achievement Level 3, an increase of one percentage point over the 2005 administration. The school did meet Adequate Yearly Progress (AYP) for the 2005-2006 school year. Analyzing the data across the grade levels using the Continuous Improvement Model shows that third grade students need to improve skill/mastery in the Comparison cluster by three percentage points and Main Idea/Purpose cluster by two percentage points. Fourth grade students need to improve skill/mastery in the Main Idea/Purpose cluster by 11 percentage points, Comparisons cluster by 11 percentage points, and the Words/Phrases cluster by three percentage points. Fifth grade students need to improve skill/mastery in the Main Idea/Purpose cluster by 5 percentage points. Jack D. Gordon Elementary Community

School met Adequate Yearly Progress without the need of Safe Harbor.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" 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 based on the Sunshine State Standards, 85 percent of students in third through fifth grade will score a Level 3 or higher as documented by scores of the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Integrate Riverdeep Reading internet-based program in kindergarten through third grade.	Administrators, Media Specialist, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct a "Reading and Writing Night" for parents as an FCAT training session to assist parents so that they can provide instructional support in reading and writing at home.	Administrators, Grade Level Chairpersons	8/14/2006	1/15/2007	District-wide literacy plan	\$100.00
Enhance the reading process by utilizing experienced teachers as mentors to classroom teachers.	Literacy leader, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train all new special area teachers and beginning teachers in the effective use of FCAT task cards.	Administrators, Literacy Leader	8/14/2006	1/19/2007	District-wide literacy plan	\$200.00
Ensure implementation of the Accelerated Reader Program to all students in second through fifth grade on a weekly basis.	Administrators, Media Specialist, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Maintain students who have achieved FCAT Level 3 or higher through the use of effective strategies such as small group tutoring, technology and continuation of the Comprehensive Research-Based Reading Plan (CRRP). Provide professional development for teachers in the areas of FCAT Task Cards, Guided Reading, test reading clusters found on the FCAT, FCAT Explorer, Riverdeep, and The Accelerated Reader Program.	Administrators, Literacy Leader, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students in all subgroups scoring at Level 1 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 second	Administrators, Grade Level Chairpersons, Literacy Leader	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

through fifth grade twice a week.					
Provide daily intensive small group instruction for students in kindergarten through second grade that performed below grade level based on the DIBELS test.	Administrators, Tutors	8/14/2006	5/30/2007	District Strategic Plan	\$8000.00
Using the Continuous Improvement Model, identify students scoring in the lowest 25 percent on the 2006 FCAT Reading Test in order to provide daily intensive instruction in small groups in second through fifth grade using the Sunshine State Standards, Grade Level Expectations, and the Houghton-Mifflin Research Based Reading Series. Provide tutoring to improve skill/mastery in the Main Idea/Purpose cluster.	Administrators, Literacy Leader, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Ensure implementation of the CRRP for kindergarten through fifth grade students. (Houghton-Mifflin Reading Series)	Administrators, Literacy Leader, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Ensure Implementation of the Comprehensive Research-Based Reading Plan (CRRP) using the Houghton Mifflin Research- Based Reading Series for students in kindergarten through fifth grade.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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, the Comprehensive Research-Based Reading Plan (CRRP), and the Houghton Mifflin Research Based Reading Series. 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 of lessons, mentoring to teachers by the Literacy Leader 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 students in kindergarten through fifth grade. 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 85 percent of the students reach the state required mastery level as documented by scores of the 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 2006 School Accountability Report indicate 79 percent of the students tested met high standards in mathematics, an increase of one percentage point over scores of the 2005 administration, and 76 percent of the students tested made learning gains in mathematics, an increase of five percentage points from the scores of the 2005 administration. Scores on the 2006 FCAT Mathematics Test indicate that 76 percent of students in grade three scored at or above FCAT Achievement Level 3, an increase of one percentage point over scores of the 2005 administration. Scores on the 2006 FCAT Mathematics Test indicate that 74 percent of students in grade four scored at or above FCAT Achievement Level 3, a decrease of three percentage points from the 2005 FCAT Mathematics Test. Scores on the 2006 FCAT Mathematics Test indicate that 70 percent of students in grade five scored at or above FCAT Achievement Level 3, maintaining the same percentage points as the 2005 FCAT Mathematics Test. The school met Adequate Yearly Progress (AYP). Analyzing the data across the grade levels using the Continuous Improvement Model, students in third grade will need to improve skills in the Measurement cluster by twelve percentage points and Data Analysis by fourteen percentage points. Fourth grade students will need to improve student skills in the Algebraic Thinking and Data Analysis clusters by fourteen percentage points and Number Sense cluster by four percentage points. Fifth grade students will need to improve skills in the Algebraic Thinking cluster by ten 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 checked="" 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 based on the Sunshine State Standards, 80 percent of students in third through fifth grade will score a Level 3 or higher as documented by scores of the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate FCAT Explorer and Riverdeep Mathematics internet-based programs into mathematics lessons to strengthen mathematics application skills in third through fifth grade.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate media technology (i.e. computer, laser discs, CD's) to support classroom instruction in a research based mathematics program in kindergarten through fifth grade.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize manipulatives to help students understand concepts and skills being taught in kindergarten through fifth grade. Focus on improving skills/mastery in the Data Analysis cluster.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Initiate schoolwide activities such as "Magnificent Mathematicians" that emphasize mathematics application skills in kindergarten through fifth grade.	Administrators, Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$400.00
Conduct a "Math and Science Night" for parents as an FCAT training session to assist parents so that they can provide instructional support in math and science at home.	Administrators, Grade Level Chairpersons, Math Leader	8/14/2006	11/9/2006	District Strategic Plan	\$100.00
Incorporate math quarterly assessments in third through fifth grade.	Administrators, Classroom Teachers	8/14/2006	2/16/2007	Continuous Improvement Model	\$0.00
Maintain students who have achieved FCAT Level 3 or higher through the use of effective strategies such as small group tutoring, technology, the Harcourt Brace Mathematics Program Florida Series, and use of manipulatives. Provide professional development for teachers in the areas of mathematics manipulatives, FCAT Explorer, Riverdeep and a focus on Algebraic Thinking and Data Analysis clusters.	Administrator, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using the Continuous Improvement Model,	Administrators, Grade Level	8/14/2006	5/30/2007	Continuous	\$0.00

<p>identify students in all subgroups scoring at Level 1 on the 2005 FCAT Mathematics Test, as delineated in AYP disaggregated data and implement a tutorial program and use The Harcourt Brace Mathematics Program Florida Series for students in second through fifth grade to remediate their mathematics deficiencies.</p>	<p>Chairpersons</p>		<p>Improvement Model</p>	
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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, math manipulatives, and the Harcourt Brace Mathematics Program Florida Series. Other professional development 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 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 and District quarterly assessments. 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 79 percent of the students reach the state required mastery level as documented by scores of the 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 communicate effectively through writing.

Needs Assessment

The results attained from the 2006 School Accountability Report indicate that 93 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 2005 administration. Scores of the 2006 FCAT Narrative Writing Test indicate that 91 percent of students tested met the state standard of 3.5 or higher in writing, a decrease of five percentage point from scores of the 2005 administration. Scores of the 2006 FCAT Expository Writing Test indicate that 95 percent of students tested met the state standard of 3.5 or higher in writing, maintaining the same score as the 2005 administration. Using the Continuous Improvement Model, 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 82 percent of the students in grade four scored a 4.0 or above on the combined results of the 2006 administration of the FCAT Writing test, a decrease of one percentage point from the 2005 administration. Though data indicates a strength in expository writing, continuous instruction is required in order 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 checked="" 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 based on the Sunshine State Standards, 86 percent of students in grade four will score a 4.0 or above as documented by scores of the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule quarterly professional growth opportunities for teachers emphasizing FCAT Writing strategies to ensure student mastery with narrative and expository writing.	Administrators, Literacy Leader, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Infuse technology into the writing process for students in first through fifth grade on a weekly basis.	Administrators, Literacy Leader, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Enhance the writing process by utilizing experienced teachers as mentors.	Administrators, Literacy Leader, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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 kindergarten through fifth grade.	Administrators, Literacy Leader, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer the District provided narrative pre and post writing tests to develop diagnostic remediation plans for students.	Administrators, Classroom Teachers, Literacy Leader	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Initiate schoolwide activities such as "Wow Writers" to enhance vocabulary.	Administrators, Literacy Leader, Focus Team	8/14/2006	5/30/2007	District Strategic Plan	\$400.00
Conduct a "Reading and Writing Night" for parents as an FCAT straining session to assist parents so that they can provide instructional support in reading and writing at home.	Administrators, Grade Level Chairpersons, Classroom Teachers, Literacy Leader	8/14/2006	1/11/2007	District-wide literacy plan	\$100.00
Using the Continuous Improvement Model (CIM), identify students who struggle in the area of writing and remediate their writing deficiencies.	Administrator, Literacy Leader, Classroom Teachers	8/14/2006	5/20/2007	District-wide literacy plan	\$0.00
Maintain students who have achieved FCAT Level 3.5 or higher through the use of effective strategies such as "WOW" Writers, technology, writing pictures, the Houghton-Mifflin Research Based Reading Series Program and classroom journals. Provide	Administrator, Literacy Leader, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$300.00

professional development for teachers in the areas of FCAT Writing Professional Development, Writing Seminars and techniques for effective narrative and expository writing skills.	
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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 addresses 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, editing, and Houghton-Mifflin Reading Program Florida Series. 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 students in first through fifth grade 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 86 percent of the students reach the state required mastery level as documented by scores of the 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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 2006 FCAT Science Test reflects a mean scale score of 317, which is an increase of twenty-nine points from the District mean scale score of 288. The score also indicates that the school is performing above both the District's mean scale score of 28 and state's mean scale score of 299. Scores of the 2006 FCAT Science Test indicate that 51 percent of students scored a Level 3 or higher. The scores, however, reflect a decrease in the average number of points earned in the Physical/Chemical cluster with students achieving 58 percent correct in the 2006 FCAT Science Test as compared to 69 percent in 2005 FCAT Science Test, a decrease of 11 percentage points. The scores reflect a decrease in the average number of points earned in the Scientific Thinking cluster with students achieving 58 percent correct in the 2006 FCAT Science Test as compared to 67 percent in the 2005 FCAT Science Test, a decrease of nine percentage points.

In an effort to improve science scores in all Science FCAT clusters, students in second through fifth grade will continue to participate in the science lab and have science hands-on experiences, teachers of grades Kindergarten through second grade will be provided opportunities to visit the science lab. Parents will also be given opportunities to receive information about the FCAT requirements via a "Science and Math Night".

Measurable Objective

Given instruction based on the Sunshine State Standards, 56 percent of students in grade five will score a Level 3 or higher as documented by scores of the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide 45 minutes of hands-on science lab time per week for fifth grade students in addition to classroom science hands-on lessons.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide information to parents and the community about the science requirements and mathematics requirements through a parent "Math and Science Night".	Administrators	8/14/2006	11/9/2006	District Strategic Plan	\$100.00
Conduct a schoolwide science fair in second through fifth grade to enhance the science curriculum.	Administrators, Classroom Teachers	8/14/2006	4/26/2007	Small Learning Communities	\$250.00
Provide science lab resources such as thermometers, scales, mirrors, etc. to second through fifth grade classes.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Initiate schoolwide activities, such as "Spectacular Scientists" to emphasize on the scientific method, higher order thinking skills and improve skill/mastery in Scientific Thinking and Physical/Chemical clusters in second through fifth grade.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$400.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$100.00
Maintain students who have achieved FCAT Level 3 or higher through the use of effective strategies such as hands-on science lab, the Harcourt Brace Science Program Florida Series, and Spectacolor Scientists. Provide professional development for teachers in the areas of Scientific Method, how to conduct hands-on science lessons, and Sunshine State Standards test item specifications.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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, integrating other subject areas into the science curriculum, and Harcourt Brace Science Program Florida Series.

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 teachers. Achievement of the objective will be accomplished when 55 percent of students in grade five score a Level 3 or higher on the 2007 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 checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Jack D. Gordon Elementary Community School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

The data reflected on the 2005-2006 School Volunteer Sign-In Log indicated that volunteers participated a total of 3,496 hours at Jack D. Gordon Elementary Community School. There were 932 registered volunteers. Continued efforts to generate an increase in 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, advertising via school website, flyers, school marquee, community clubhouse, and Connect-Ed.

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 3,496 hours in the 2005-2006 school year to 3,600 hours in the 2006-2007 school year showing an increase of 104 hours as evidenced through the Volunteer Sign-In Log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide and maintain a Parent Resource Center in the Media Center with instructional materials for check out and use at home.	Administrators, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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, newsletters, and Connect Ed.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Promote parent access to school and district online resources by providing each parent with a "Our School is your Home" Business cards.	Administration, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate the volunteer process by providing Volunteer Orientations on a quarterly basis. Coordinate dates and times for fingerprinting to take place at the school site.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Invite parents to participate in Career Week via flyers, the school website, school marquee, and Connect-Ed.	Administrators, School Counselors, Classroom Teachers	8/14/2006	3/29/2007	School-to-Career	\$350.00
Provide a "Technology Night" for parents to attend that discuss the implementation of the National Standards for PTA. Parents will be exposed to a variety of internet-based programs that can assist their children with academic achievement.	Administrators, Classroom Teachers	8/14/2006	1/31/2007	District Strategic Plan	\$100.00

Research-Based Programs

National Standards for PTA

Professional Development

Parents will be encouraged to participate in the following activities and committees throughout the 2006-2007 school year: Educational Excellence School Advisory Council (EESAC), Open House - Resource Fair, Career Week, Parent Teacher Association (PTA) general meetings, Community School sponsored activities, Technology Night for Parents, Volunteer Orientations, and Math and Science Night. 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, the school website, flyers and CONNECT-ED telephone messages. The National Standards for PTA will be discussed and implemented with members throughout the 2006-2007 school year.

Evaluation

Volunteer hours will increase by three percent from the 2005-2006 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 2006-2007 school year, an increase of 104 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

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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.

Needs Assessment

Analysis of accident reports from the 2005-2006 school year generated through OIT indicate most of the accidents reported occurred during physical education instruction and recess. Therefore, the need to decrease accidents should be addressed in order to maintain student safety.

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 bi-weekly basis via closed-circuit television by Safety Patrol members, and Focus Team, safety rules will be reviewed by classroom teachers and special area teachers on a bi-weekly basis; all students will be provided the opportunity to participate in "Doing The Right Thing" at all times; and school accident reports generated through OIT 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 517 in May 2006 to 502 in May 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor accident reports generated on a quarterly basis.	Administrators, Data Clerk	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Create and follow a schoolwide arrival and dismissal plan to ensure the safety of students.	Administrators, Classroom Teachers, Special Area Teachers, Security Monitors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct weekly reminders over closed-circuit television about the importance of safety and responsible citizenship.	Administrators, Media Specialist, Classroom Teachers, Head Custodian	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Address safety issues during P.E. and recess on a weekly basis. Conduct assemblies to discuss the importance of safety and proactive responsibility in kindergarten through fifth grade.	P.E. Teachers, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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,	8/14/2006	3/29/2007	Career Development Programs	\$0.00
Announce students that were recognized "Doing The Right Thing" over closed-circuit television on a monthly basis.	Administrators, Media Specialist, Classroom Teachers, Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct a poster and essay contest titled "How I Can Make My School A Safer Place" for students in kindergarten through fifth grade.	Administrators, Classroom Teachers, Art Teachers	8/14/2006	1/19/2007	Continuous Improvement Model	\$0.00
Provide professional development to faculty and staff in the areas of safety, classroom management, and discipline.	Administrators, Classroom Teachers, Special Area Teachers, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide monthly updates at faculty and staff meetings about safety issues and accident reports generated through OIT.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

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 OIT will decrease by three percent from 517 in the 2005-2006 school year to 502 in the 2006-2007 school year as evidenced by a decrease of 15 accident reports. Reports will be monitored through District monthly Accident Reports generated through OIT.

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 checked="" 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 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 1:5 to 1:3 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.

Eighty-nine percent of students in grade three will complete the Galactic Library portion of the FCAT Explorer program, a one percent increase from the 2005-2006 school year, as evidenced by class performance reports.

Measurable Objective

Given instruction based on the Sunshine State Standards, 89 percent of students in grade three will complete the Galactic Library portion of the FCAT Explorer program, a one percent increase from 2005-2006, as evidenced by class performance reports in an effort to improve reading skills as evidenced on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor students' use of the Accelerated Reader Program in second through fifth grade on a quarterly basis.	Administrators, Media Specialist, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use NETS to facilitate research of various academic topics in third through fifth grade on an as needed basis.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development for teachers in the areas of internet-based programs such as Riverdeep and FCAT Explorer.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integrate Riverdeep Reading software in kindergarten through fifth grade instruction.	Administrators, Classroom Teachers, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement EasyTech technology integration program in fourth and fifth grade.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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 second through fifth grade.	Administrators, Classroom Teachers, Media Specialist	8/14/2006	1/31/2007	Continuous Improvement Model	\$0.00
Provide instruction and monitor the use of FCAT Explorer to improve the reading skills of students in third through fifth grade.	Administrators, Classroom Teachers,	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide teachers with professional development in the areas of Riverdeep Learning Management Systems, EasyTech, Electronic Gradebook, and NETS.	Administrators, Classroom Teachers, Special Area Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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. Provide professional development for internet-based programs such as Riverdeep and FCAT Explorer.

Evaluation

Reports for FCAT Explorer student results will be generated and monitored to show that 89 percent of students in grade 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

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

GOAL 8 STATEMENT:

All students will 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 2006 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 a 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 83 percent in 2006 to 86 percent in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage lifelong awareness of healthy eating habits and the importance of regular exercise.	Administrators, Physical Education Teachers, Cafeteria Manager,	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate FCAT Mathematics and Reading strategies in physical education lessons to enhance and support the general education curriculum.	Administrators, Physical Education Department	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	10/13/2006	Continuous Improvement Model	\$0.00
Provide students in second through fifth grade 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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide physical education teachers the results of the FITNESSGRAM Test given to students in second through fifth grade to modify the instructional program in meeting the goals and objectives of the curriculum.	Administrators, Physical Education Department	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Recognize students that have accomplished physical fitness achievement goals on the morning announcements via closed circuit television.	Administrators, Media Specialist, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide professional development for teachers in the areas of FITNESSGRAMS,	Administrators, Physical Education Teachers, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

and the integration of FCAT skills in Health and Physical Fitness.	
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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, Whales Tales Water Safety Instruction, Walk Safe Program for pedestrian safety lessons, and the use of the FITNESSGRAM test.

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 2007 FITNESSGRAM scores will improve three percent over the 2006 FITNESSGRAM scores from 83 percent to 86 percent.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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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

Ten percent of students in second through fifth grade participated in special area, extra curricular programs during the 2005-2006 school year through the After School Care program and the Academic Excellence Program (AEP). These programs include a Running Club, Geography in Action and the Art Club. These special areas, extra curricular programs such as Gordon's Glorious Readers, Magnificent Mathematians, Spectacular Scientists and Out of this World Readers 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. Eleven percent of students in second through fifth grade will participate in enrichment programs, a one percent increase from the 2005-2006 school year. Greater participation in these programs will be achieved through advertisement via school website, flyers, closed-circuit television, Connect-Ed 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, 189 students in second through fifth grade will participate in enrichment programs, a three percent increase from 2005-2006 as evidenced in participation rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Include and involve special area teachers in all assemblies for performing arts.	Administrators, Special Area Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Offer Geography and Action, Running Club, and Art Club 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, AEP teacher, FEA sponsor, Safety Patrol Sponsor, Youth Crime Watch Sponsor	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Establish a "Night of the Arts" to showcase student talents across all special area curriculum and encourage parents to participate.	Administrators, Special Area Teachers	8/14/2006	4/26/2007	Expanding arts opportunities	\$150.00
Advertise advantages of participating in enrichment programs via closed circuit television.	Administrators, Media Specialist, Special Area Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Inform parents on a quarterly basis of the enrichment programs offered at the school through flyers, the school website and Connect-Ed telephone messages.	Administrators, Special Area Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide professional development in the areas of AEP - Geography and Action, enrichment, higher order thinking skills, and the integration of FCAT skills with electives and special area classes.	Administrators, Classroom Teachers, AEP Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 11 percent during the 2006-2007 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

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 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 indicates that in 2004, Jack D. Gordon Elementary Community School ranked at the 93rd percentile on the State of Florida ROI index. The school will endeavor to increase this ranking by one percentage point.

Measurable Objective

Jack D. Gordon Elementary Community School will increase its ranking on the State of Florida ROI index publication at the 93rd percentile in 2004 on the next publication of the index in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Administrators, Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources by taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform faculty and staff about the use of financial resources in relation to school programs.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators, Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 make every effort to increase by one percent.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

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.

Instructional Materials:

The EESAC makes recommendations for use and purchase of instructional materials, such as mathematics manipulatives, reading and writing support materials and science tools to conduct hands-on science lessons.

Technology:

The EESAC periodically surveys teachers about technology needs in the school in order to make recommendations for support materials such as software and hardware 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 paraprofessionals and tutors through FCAT Enhancement funds has 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), quarterly assessments 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 at the school. The school also has an active safety committee.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$8,300.00
Goal 2: Mathematics	\$1,000.00
Goal 3: Writing	\$800.00
Goal 4: Science	\$1,850.00
Goal 5: Parental Involvement	\$450.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$150.00
Goal 10: Return On Investment	\$0.00
Total:	\$12,550.00

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