

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Jack D. Gordon Community Elementary School (2151)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Ruth Alperin

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Jack D. Gordon Elementary Community School, with a total student population of 1,179 opened in September 1994 serving students in grades pre-kindergarten through five. 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, Standardized Achievement Test results, Florida Comprehensive Assessment Test (FCAT) results, FCAT Writing+ Test results, and the Organizational Performance Improvement Survey (OPIS), Jack D. Gordon Elementary Community School, in conjunction with the Educational Excellence School Advisory Council, has identified twelve objectives as school-wide priorities for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the need to continue to establish a home-to-school connection in an effort to improve academic achievement, the school will demonstrate an increase of two percentage points in the number of volunteer hours by comparing hourly logs from the 2006-2007 school year to the 2007-2008 school year.

Given the importance of maintaining a safe and disciplined environment in school, the number of accident reports generated at the school will decrease by three percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, 82% of students in grades three through five will show an increase of three percent in fluency as evidenced by the reports generated through the 2007-2008 Reading Plus! Program as compared to the 2006-2007 reports.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 89% of the students meeting high standards by running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given the benefits of extracurricular activities, the number of students enrolled in these Programs will increase by three percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Jack D. Gordon Elementary Community School's Return on Investment (ROI) percentile ranking will increase by at least one percentage point.



School Improvement Plan

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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 staff did not strongly agree that they knew how well their work location was doing. In addition, the staff did not feel that their work location asks them what they think. 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. The Leadership Team will meet to provide professional growth opportunities to faculty and staff. Collegial planning will be implemented and the results will be analyzed. Instruction will be modified as necessary in order to 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, school-wide flyers, school announcements, parent letters, emails, and Connect-Ed messages. In order to provide a sound academic program, staff members must be aware of the financial assets available so that all students are afforded an educational setting that meets their needs. Staff members will be provided up to date information as to the financial status of the school so that well informed decisions can be made regarding school related purchases. The need to utilize data driven information in a standards-based curriculum ensures that students are receiving instruction that is meaningful. Staff members will collect and analyze data to improve student performance.



School Improvement Plan 2007-2008



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.

2151 - 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. Jack D. Gordon Elementary Community School is committed to promoting student achievement.

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



Excellence

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

Integrity

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School Demographics

Jack D. Gordon Elementary Community School is a large metropolitan school with a student population of 1,179. The school opened in September 1994 serving students in grades pre-kindergarten through five. 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 with a freestanding cafeteria, media center and main office. Additionally, the school has nine relocatable classrooms.

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 pre-kindergarten classroom, four kindergarten classrooms, five first grade classrooms, a main office, a multipurpose room which serves as a dining room and a Special Education Resource classroom.

The Panther Primary Learning Center is located on four acres in Miami-Dade County at 15001 SW 127 Avenue. The Panther Primary Learning Center consists of four kindergarten classrooms, four first grade classrooms, a main office and a multipurpose room which serves as a dining room.

Jack D. Gordon Elementary Community School has a teacher to student ratio in pre-kindergarten of 1:17; in kindergarten the ratio is 1:24; the ratio in first grade is 1:19; the ratio in second grade is 1:18; the ratio in third grade is 1:17; the ratio in fourth grade is 1:20; and the ratio in fifth grade is 1:19.

Additionally, Jack D. Gordon Elementary Community School serves gifted students with a teacher to student ratio in grades two through five of 1:26, and Teaching Enrichment Activities to Minority Students (TEAM) with a ratio of 1:22 in grades two through five. Jack D. Gordon Elementary Community School includes the following programs; Extended Foreign Language (EFL) consisting of 23 students. The English Language Learners (ELL) has a student population of 214 with 26 students who are ESOL Level 1, 16 are ESOL Level 2, 56 are ESOL Level 3 and 4 are ESOL Level 4. In addition, 42 students receive Content Curriculum in the Home Language (CCHL) instruction. There are 22 ELL students that receive instruction in a self contained ESOL class.

Jack D. Gordon Elementary Community School is located within the Miami Southridge Feeder Pattern. The students transition to Richmond Heights Middle School, Jorge Mas Canosa Middle School, and Miami Southridge Senior High School.

The school employs a total of 141 staff members. Included in the group is one Principal, five Assistant Principals, and 84 teachers. The teacher count includes eight teachers in kindergarten, nine teachers in first grade, eight teachers in second grade, ten teachers in third grade, eight teachers in fourth grade, 12 teachers in fifth grade, five Special Education teachers, five bilingual teachers, eight special area (music, art and physical education) teachers and a Literacy Leader, who is also a classroom teacher. Additionally, the school has two Media Specialists, two Guidance Counselors, a Program Specialist, three full-time paraprofessionals, 13 clerical employees, 1 media clerk, 12 cafeteria workers, eight security monitors and 11 custodians. Of the teaching staff, 54% hold a Masters Degree and 11% hold a Specialist Degree. The average teaching experience of the faculty is 13 years. Thirty percent of the teachers are White Non-Hispanic, 24% are Black and 46% are Hispanic. Ninety percent of the teachers are females and ten percent are males.

Jack D. Gordon Elementary Community School serves 1,179 students in grades pre-kindergarten through five. Forty-five percent of the students qualify for Free and Reduced Lunch. The ethnic/racial make-up of the student population is 19% White Non-Hispanic, six percent Black, 72% Hispanic and three percent other ethnic groups. Thirty-one percent of the students are second language learners. Seven percent of the students qualify for Special Education. 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, we have one fourth grade inclusion model classroom and two fifth grade inclusion model classrooms. The co-teaching model of inclusion is implemented with one general education teacher and one Special Education Teacher. There are also three self-contained gifted classes. Curriculum Content in the Home Language (CCHL) is provided to students qualifying for this program. There is one self-contained ELL class in kindergarten. The retention rate at Jack D. Gordon Elementary Community School is low with three percent of the students retained in the 2006-2007 school year. On the 2006 FCAT assessment 17% of the students scored a Level 1 in Reading and 14% scored a Level 2. In Mathematics, 9% of the students in grade three scored a Level 1 and 11% of the students scored a Level 2. In grade four, 18% of the students scored a Level 1 in Reading and 15% scored a Level 2. In Mathematics, 8% scored a Level 1 and 13% scored a Level 2. In grade five, 13% of the students scored a Level 1 in Reading and 14% scored a Level 2. In Mathematics, 13% of the students in grade five scored a Level 1 and 25% scored a Level 2. In Science, 21% of the students in grade five scored a Level 1 and 32% scored a Level 2.

Jack D. Gordon Elementary Community School was 51st in the Miami-Dade County Public School District with a 96.23% attendance rate in 2006-2007.

The school strives to involve both parents and the community in educational and social activities. The strong commitment and



School Improvement Plan

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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 accepted 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 six years. Seventy-three percent of the students in grades three through five made learning gains in reading comprehension skills on the 2007 FCAT Reading Test. Fifty-nine percent of the students in grades three through five made learning gains as reflected on the 2007 FCAT Mathematics Test. Scores of the 2007 FCAT Writing+ indicate that 91% 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 preparation. Professional development for the staff will continue to be provided monthly and as needed.

Jack D. Gordon Elementary Community School's attendance boundaries changed during the 2006-2007 school year. As a result, the school had a decrease in its student enrollment.

Jack D. Gordon Elementary Community School is committed to creating an aesthetically pleasing environment. A series of landscaping projects were completed providing the campus with trees and foliage. Additionally, the interior and exterior of the school were painted.

In the core curriculum areas of reading, writing, mathematics and science, Jack D. Gordon students scored above the median percentile when compared to State and District percentiles.

School Foundation

Leadership:

The Leadership Team at Jack D. Gordon Elementary Community School consists of one Principal and five Assistant Principals. The team collaborates and works towards goal setting at 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 efforts that help meet the goals of the school set forth in the School Improvement Plan (SIP).

According to the results 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 communicate with the faculty on the subject of money allocation to the various school programs.

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% 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 Leadership Team will promote attendance at Educational Excellence School Advisory Council meetings and Parent Teacher Association general meetings so that staff members may voice their ideas in a public forum. 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 meetings, Department Chair meetings and during Grade Level meetings.

Based on results of the Human Resource Focus of Organizational Performance Improvement Survey (OPIS), staff members indicated that they know who their most important customers are. Faculty members serve on committees that help develop the goals and objectives necessary to focus on the academic and social needs of the student body. The 2007-2008 School Improvement Plan serves as a guide to help assure that all strategies are implemented in order to meet the objectives stated. All faculty and staff members will have a copy of the School Improvement Plan (SIP) so that implementation of the SIP is fully in force.

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. In order to maintain this partnership continuous opportunities will be made available for parents to participate in activities such as Parent Nights so that FCAT strategies in the areas of Reading, Writing, Mathematics, and Science are provided 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 District mandated parent conferences, the school website, e-mail, and Connect Ed messages.

Eighty-five percent of the staff that completed the Business Results category on the Organizational Performance Improvement Survey (OPIS) moderately agrees with the knowledge of the financial aspects of the school. In order to ensure that financial information is fully disseminated, the Leadership Team will share information in Faculty Meetings and Department Chair Meetings. Faculty and Staff are encouraged to attend Educational Excellence School Advisory Committee (EESAC) meetings in order to gather information regarding financial information.

Faculty & Staff:

According to the results of the Human Resource Focus Category of the Organizational Performance Improvement Survey, 85% 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 Leadership Team will use the Continuous Improvement Model (CIM) and meet with grade levels and subject area teachers to continue to plan collaboratively, share ideas, analyze student data and make modifications necessary to improve instruction across each grade level and subject area.

Eighty-five percent of the staff that completed the Strategic Planning category on the Organizational Performance Improvement Survey (OPIS) moderately agrees that the work location asks for faculty and staff ideas. To guarantee that faculty and staff ideas are shared, the Leadership Team will facilitate best sharing practices at Faculty Meetings and Department Chair meetings.

Data/Information/Knowledge Management:

Jack D. Gordon Elementary Community School acknowledges the value of data-driven decisions and continuously reviews data elements in order to monitor student progress, staff, and parent needs.

Ongoing assessments are an integral part of the instructional process. DIBELS, Accelerated Reader, Voyager Passport, Reading Plus!, Standardized Test for Assessment of Reading (S.T.A.R), unit tests from the Houghton Mifflin Reading Series and Interim Assessments enable teachers to review the data using resources such as Student Performance Indicators. These diagnostic and performance reports assist in teacher data analysis. As a result of this data analysis, Jack D. Gordon Elementary Community School has identified students that will benefit from intervention programs, TEAM classes, and referrals for consideration for the Student Services Team (SST) process.

The School Climate Survey and the Organizational Performance Improvement Survey are reviewed with the Educational Excellence School Advisory Committee (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% 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 continue to improve in this area, the Administrative Team will provide the staff and faculty with a monthly status report of the 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 that address the specific needs of students who did not attain high standards on the FCAT and students recommended by teachers will occur during school hours as well as during Saturday tutoring. 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 and participate in Language Arts/Reading for a period of two and a half hours a day. These students utilize the Voyager Passport Reading Program during their extended learning opportunity. The Academic Excellence Program (AEP) will be offered before school. This program focuses on drama and promotes creativity. The TEAM classrooms in grades two through five provide an enriched and supplemental curriculum. The Gifted Program focuses on higher order critical thinking skills across all curricular areas for students in grades two through five. The co-teaching inclusion model is offered to students who meet eligibility for a Special Education Program in grades four and five. The Accelerated Reader program is offered to students in grades two through five with reinforcement provided for student's achieving their goals. Committees collaborate in order to create focus calendars for grades kindergarten through five subject area committees.

Jack D. Gordon Elementary Community School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model involves a four-step systematic process for making improvements. 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 programs that enhance and enrich student academic abilities such as Teaching Enrichment Activities for Minority Students (TEAM), Academic Excellence Program (AEP), the Gifted Program, and Extended Foreign Language (EFL). 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 2006-2007 School Ranking, Jack D. Gordon Elementary Community School ranked 51st in the District with 96.23% in attendance. The Leadership Team 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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading 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 obtained from the 2007 School Accountability Report indicate that 78% of the students tested achieved high standards in reading, a decrease of six percentage points over the scores of the 2006 administration, 73% made learning gains in reading, an increase of five percentage points from the 2006 administration. Out of the lowest 25 percent, 60% of the students made a year's worth of progress in reading, a decrease of five percentage points from the 2006 administration. Scores of the 2007 FCAT Reading Test indicate that 72% of students in grade three scored at or above FCAT Level 3, a decrease of eight percentage points over the 2006 administration. Scores of the 2007 FCAT Reading Test further indicate that 68% of students in grade four scored at or above FCAT Level 3, a decrease of four percentage points over the 2006 administration. Scores of the 2007 FCAT Reading Test indicate that 73% of students in grade five scored at or above FCAT Level 3, a decrease of three percentage points over the 2006 administration. The school did not meet Adequate Yearly Progress (AYP) for the 2006-2007 school year. Twenty-nine percent of Students with Disabilities (SWD) scored below the state required mastery level on the 2007 FCAT Reading Test. Analyzing the data across the grade levels using the Continuous Improvement Model shows that students in grade three need to improve skill/mastery in the Comparison cluster by three percentage points, Words/Phrases by two percentage points and Reference/Research by three percentage points. Students in grade four need to improve Reference/Research and Words/Phrases by three percentage points, Comparisons cluster by six percentage points and in the Main Idea/Purpose cluster by 11 percentage points. Students in grade five need to improve skill/mastery in Reference/Research by three percentage points and Words/Phrases by three percentage points.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate computer-assisted technology into daily instruction and provide professional development to teachers so that instructional software is integrated into instruction.	Principal, Assistant Principals, Department Chairpersons	8/20/2007	6/5/2008	District-wide Literacy Plan	100
Integrate Riverdeep Reading Internet-based program in grades kindergarten through three.	Principal, Assistant Principals, Media Specialist, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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.	Principal, Assistant Principals, Department Chairpersons	8/20/2007	1/16/2008	District-wide Literacy Plan	100
Enhance the reading process by utilizing experienced teachers as mentors to beginning classroom teachers.	Principal, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Train all new special area teachers and beginning teachers in the effective use of FCAT task cards.	Principal, Assistant Principals, Literacy Leader	8/20/2007	1/16/2008	District-wide Literacy Plan	200
Ensure implementation of the Accelerated Reader Program to all students in grades two through five on a weekly basis.	Principal, Media Specialist, Classroom Teachers	08/20/07	6/5/2008	Continuous Improvement Model	0
Provide students who have achieved FCAT Level 3 or higher small group tutoring, after school tutoring, Saturday tutoring, technology and implementation of the Comprehensive Research-Based Reading Plan (CRRP).	Principal, Assistant Principals, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Identify students in all subgroups scoring at Level 1 on the 2007 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.	Principal, Assistant Principals, Department Chairpersons, Literacy Leader	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide daily intensive small group instruction for students in grades kindergarten through two that performed below grade level based on the DIBELS test.	Principal, Tutors	8/20/2007	6/5/2008	District-wide Literacy Plan	2500
Identify students scoring in the lowest 25 percent on the 2007 FCAT Reading Test and 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.	Principal, Assistant Principals, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	2500
Ensure Implementation of the Comprehensive Research-Based Reading Plan (CRRP) using the Houghton Mifflin Research- Based Reading Series for students in grades kindergarten through five.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Identify Students with Disabilities (SWD) in grades three through five that scored a Level 1 on the 2007 FCAT Reading Test and provide interventions using Voyager Passport	Principal, Assistant Principals, Special Education Teachers, Tutors	8/20/2007	6/5/2008	Inclusion of SWD	0
Provide Reading Plus tutoring sessions through use of the Computer Lab or student stations in the classroom during time designated for Intervention Strategies as an enrichment resource for students in grades two through five.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	

Use the Regional Center focus calendar to instruct all students.	Principal, Assistant Principals, Classroom Teachers, Department Chairpersons	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Identify Tier 1 & Tier 2 students in grades three through five and provide intervention using Voyager Passport.	Principal, Assistant Principals, Classroom Teachers, Tutors	8/20/2007	6/5/2008	District-wide Literacy Plan	
Provide professional development for teachers in the areas of FCAT Task Cards, Guided Reading, test reading clusters found on the FCAT, FCAT Explorer, Riverdeep, Accelerated Reader Program, Voyager Passport and Reading Plus.	Principal, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2005	District-wide Literacy Plan	
Provide additional instruction based on the Sunshine State Standards to Students with Disabilities in grades three through five in order to increase their reading skills. Instruction will be focused on mastery of benchmarks.	Principal, Assistant Principals, Classroom Teachers, Special Area Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	
Provide Students with Disabilities (SWD) in grades four and five an opportunity to succeed in the least restrictive environment by offering an Inclusion class setting.	Principal, Special Education Teachers, General Education Teachers	8/20/07	6/05/08	Inclusion of SWD	0

Research-Based Programs

Houghton-Mifflin Research Based Reading Series: Miami-Dade Edition; Voyager Passport; Reading Plus.

Professional Development

In order to ensure effective classroom instruction, professional development will be provided for all teachers. The training will include 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), Voyager Passport, Reading Plus and the Houghton Mifflin Research Based Reading Series. Other professional development will be scheduled based on results from a needs assessment and/or District/Regional Center initiatives. Delivery of in-services will include modeling of lessons, mentoring to teachers by the Literacy Leader and other curriculum support provided by the District and the Region.

Evaluation

Weekly and monthly assessments provided by the teachers 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, Reading Plus, Riverdeep Reading Diagnostics and Diagnostic Assessment of Reading (DAR), and District Interim Assessments. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used as a screening assessment for students in grades kindergarten through five. The in-house reading tutoring program will be evaluated through teacher-made tests, teacher observations and student performance in order to monitor each student's needs. Achievement will be evidenced by scores of the 2008 FCAT Reading Test.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

All students at Jack D. Gordon Elementary Community School will demonstrate increased performance and high standards in mathematics.

Needs Assessment

The results attained from the 2007 School Accountability Report indicate 74% of the students tested demonstrated high standards in mathematics, a decrease of 5 percentage points as compared to scores on the 2006 administration. Fifty-nine percent of the students tested made learning gains in mathematics, a decrease of sixteen percentage points from the scores of the 2006 administration. Scores on the 2007 FCAT Mathematics Test indicate that 80% of the students in grade three scored at or above FCAT Level 3, an increase of four percentage points over scores of the 2006 administration. Scores on the 2007 FCAT Mathematics Test indicate that 65% of students in grade four scored at or above FCAT Level 3, a decrease of nine percentage points from the 2006 FCAT Mathematics Test. Scores on the 2007 FCAT Mathematics Test indicate that 62% of students in grade five scored at or above FCAT Level 3, a decrease of nine percentage points from the 2006 FCAT Mathematics Test. The school did not meet Adequate Yearly Progress (AYP). Thirty-seven percent of SWD scored below the state required mastery level on the 2007 FCAT Mathematics Test. Analyzing the data across the grade levels using the Continuous Improvement Model, students in grade three will need to improve skills in the Algebraic Thinking cluster by twelve percentage points and Data Analysis by fourteen percentage points. Students in grade four will need to improve student skills in the Algebraic Thinking and Data Analysis clusters by fourteen percentage points and Geometry cluster by four percentage points. Students in grade five will need to improve skills in the Algebraic Thinking cluster by ten percentage points.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities(SWD)in grades three through five will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate FCAT Explorer and Riverdeep Mathematics internet-based programs into mathematics lessons to strengthen mathematics application skills in grades three through five.	Principal, Assistant Principals, Classroom Teachers, Department Chairpersons	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize manipulatives to help students understand concepts and skills being taught in grades kindergarten through five. Focus on improving skills/mastery in the Data Analysis cluster.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	500
Initiate school-wide activities such as "Magnificent Mathematicians" that emphasize mathematics application skills in grades kindergarten through five.	Principal, Assistant Principals, Department Chairpersons	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	400
Conduct a "Mathematics and Science Night" for parents as an FCAT training session in order to assist parents so that they can provide instructional support in mathematics and science at home.	Principal, Assistant Principals, Department Chairpersons, Math Leader	8/20/2007	11/9/2007	Continuous Improvement Model	100
Incorporate District Mathematics Interim Assessments in grades three through five.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	2/15/2008	Continuous Improvement Model	0
Provide students who have achieved FCAT Level 3 or higher with effective strategies such as small group tutoring, technology, the Harcourt Brace Mathematics Program Florida Series, and use of manipulatives.	Principal, Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	500
Use the Continuous Improvement Model, identify students in all subgroups scoring a Level 1 on the 2007 FCAT Mathematics Test, as delineated in AYP disaggregated data. Implement a tutorial program. Utilize Harcourt Brace Mathematics Program Florida Series for students in grades two through five in order to remediate mathematics deficiencies.	Principal, Assistant Principals, Department Chairpersons	8/20/2007	6/05/2008	Continuous Improvement Model	500
Provide professional development for teachers in the areas of mathematics manipulatives, FCAT Explorer, Riverdeep and a focus on Algebraic Thinking and Data Analysis clusters.	Principal, Assistant Principals, Department Chairpersons	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct debriefing sessions.	Principal, Assistant Principals, Department Chairpersons, Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide Students with Disabilities (SWD) in grades four and five an opportunity to succeed in the least restrictive environment by offering an Inclusion class setting.	Principal, Assistant Principals	8/20/2007	6/05/2008	Inclusion of SWD	0

Research-Based Programs

Harcourt Brace Mathematics Program Florida Series.

Professional Development



School Improvement Plan

2007-2008



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 a needs assessment, outcomes of data-driven analysis and/or District/Regional Center initiatives.

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 will be evidenced by scores of the 2008 FCAT Mathematics Test.

Writing Goal

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

Florida Education Priorities

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"/>

Writing 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 2007 School Accountability Report indicate that 91% of students tested met the state standard of 3.5 or higher in writing, a decrease of 2 percentage points from the scores of the 2006 administration. Scores of the 2007 Narrative FCAT Writing+ indicate that 84% of students tested met the state standard of 3.5 or higher in writing, a decrease of seven percentage points from scores of the 2006 administration. Scores of the 2007 Expository FCAT Writing+ indicate that 96% of students tested met the state standard of 3.5 or higher in writing, an increase of one percentage point from the 2006 administration. Using the Continuous Improvement Model, the data revealed that an improvement of seven percentage points in the area of support and details is needed in narrative writing. In addition, results revealed that 79% of the students in grade four scored a 4.0 or above on the combined results of the 2007 administration of the FCAT Writing+, a decrease of four percentage points from the 2006 administration. Though data indicates a strength in expository writing, continuous instruction is required in order to raise student achievement levels by seven percentage points.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule quarterly professional growth opportunities for teachers emphasizing FCAT Writing+ strategies to ensure student mastery with narrative and expository writing.	Principal, Assistant Principals, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Infuse technology into the writing process for students in grades one through five on a weekly basis.	Principal, Assistant Principals, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Enhance the writing process by utilizing experienced teachers as mentors.	Principal, Assistant Principals, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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 five.	Principal, Assistant Principals, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Administer the District provided narrative pre and post writing tests to develop diagnostic remediation plans for students.	Principal, Assistant Principals, Classroom Teachers, Literacy Leader	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Initiate school-wide activities such as "Wow Writers" to enhance vocabulary.	Principal, Literacy Leader, Administrative Leadership Team	8/20/2007	6/5/2008	Continuous Improvement Model	400
Use the Continuous Improvement Model (CIM) to identify students who struggle in the area of writing and works towards remediation of deficiencies.	Principal, Assistant Principals, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Maintain students who have achieved FCAT Level 3.5 or higher through the use of effective incentives and interventions such as "WOW" Writers, technology, writing pictures, the Houghton-Mifflin Research Based Reading Series Program and classroom journals. Provide professional development for teachers in the areas of FCAT Writing+, writing seminars and techniques for effective narrative and expository writing skills.	Principal, Assistant Principals, Literacy Leader, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	900
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.	Principal, Assistant Principals, Department Chairpersons, Classroom Teachers, Literacy Leader	8/20/2007	1/11/2008	District-wide Literacy Plan	100

Research-Based Programs

Houghton-Mifflin Writing Component.

Professional Development

Professional growth opportunity for teachers will focus on strategies which will include writing pictures, and 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 will also be included. Professional growth opportunities will be scheduled based on a needs assessments, outcomes of data driven analysis and/or District and Region initiatives.

Evaluation



School Improvement Plan 2007-2008



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 grades one through five 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 by scores of the 2008 FCAT Writing+.

Science Goal

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

Florida Education Priorities

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"/>

Science 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.

Needs Assessment

The results of the 2006 FCAT Science Test reflects that 53% of students scored a Level 3 or above in Science. The scores further reflect that students in grade five correctly answered 58% of questions in the Physical/Chemical cluster, indicating that the school is performing above both on the District's mean scale score of 295 and the State's mean scale score of 306. The scores further reflect that students in grade five answered 53% of questions correctly in the Earth/Space cluster. Students in grade five also answered 58% of questions correctly in the Life/Environmental and Scientific Thinking clusters. All cluster scores reflect that students are performing above the District and State Mean Scale Scores. In an effort to continually improve science scores in all Science FCAT clusters, students in grades two through five will continue to participate in the science lab and participate in science hands-on experiences. Parents will be given opportunities to receive information about the FCAT requirements via a "Science and Mathematics Night".

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide 60 minutes of hands-on science lab once a week for students in grade five in addition to classroom science hands-on lessons	Principal, Assistant Principals, Classroom Teachers, Science Leader	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide information to parents and the community about the science requirements and mathematics requirements through a parent "Math and Science Night".	Principal, Assistant Principals	8/20/2007	11/9/2008	District-wide Literacy Plan	100
Conduct a school-wide science fair for students in grades kindergarten through five in order to demonstrate the Scientific Method	Principal, Assistant Principals, Classroom Teachers	8/20/2007	4/25/2008	District-wide Literacy Plan	250
Replenish science lab resources such as thermometers, scales and mirrors so that resources are available to students.	Principal, Science Leader, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	1000
Initiate school-wide activities, such as the viewing of "Bill Nye, the Science Guy" in order to provide exposure to the scientific method, higher order thinking skills and improve skill/mastery in Scientific Thinking and Physical/Chemical clusters in grades two through five.	Principal, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	400
Utilize grade five supplemental science curriculum materials compiled by fifth grade teachers, Windows on Science and Internet sources to enhance the core science program.	Principal, Assistant Principals, Classroom Teachers, Science Leader	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	500
Maintain the number of students who have achieved FCAT Level 3 or higher through the use of effective strategies such as hands-on science lab, Harcourt Brace Science Program Florida Series, and Spectacular 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.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide Science teachers with DVD players to view experiments and lessons using the Scott Foresman Series	Principal, Assistant Principals, Classroom Teachers, Technology Leader, Science Leader	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principals, Classroom Teachers, Department Chairpersons	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

Scott Foresman Science Series.

Professional Development

Professional development will include: reviewing Sunshine State Standards test item specifications, correlation of hands-on activities to the benchmarks, integrating other subject areas into the science curriculum, and full utilization Scott Foresman Science Series.

Evaluation

District provided science assessments; pre and post science general knowledge tests, Interim Assessments, weekly lab sheets, and academic science grades will be used to monitor student progress. The outcome of results will be utilized to develop a diagnostic, remediation plan for students. Achievement will be evidenced by scores of the 2008 FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement 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 2006-2007 School Volunteer Sign-In Log indicated that volunteers participated a total of 4,721 hours at Jack D. Gordon Elementary Community School. There were 252 active 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, provide parents opportunities to complete fingerprinting procedures on-site, advertising via the school website, flyers, school marquee, community clubhouse, and Connect-Ed messages.

Measurable Objective

Given the need to continue to establish a home-to-school connection in an effort to improve academic achievement, the school will demonstrate an increase of two percentage points in the number of volunteer hours by comparing hourly logs from the 2006-2007 school year to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide and maintain a Parent Resource Center in the Media Center with instructional materials for check out and use at home.	Principal, Assistant Principals, Media Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	100
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. Messages.	Principal, Assistant Principals, Classroom Teachers	08/20/07	6/5/2008	District-wide Literacy Plan	0
Promote parent access to school and District online resources by providing each parent with a "It takes...Community" business cards.	Principal, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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.	Principal, Assistant Principals	8/20/2007	6/5/2008	Continuous Improvement Model	0
Invite parents to participate in Career Week via flyers, the school website, school marquee, and Connect-Ed. Messages.	Principal, Assistant Principals, School Counselors, Classroom Teachers	8/20/2007	3/29/2008	District-wide Literacy Plan	350
Provide a "Technology Night" for parents that discusses a variety of Internet-based programs that can assist their children with academic achievement.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	100

Research-Based Programs

National Standards for PTA

Professional Development

Parents will be encouraged to participate in the activities and committees throughout the 2007-2008 school year, such as, 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, District Mandated Parent Conferences, Principals' Tea, 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 messages. The National Standards for PTA will be discussed and implemented with members throughout the 2007-2008 school year.

Evaluation

Volunteer hours will reflect the number of hours of the 2007-2008 Volunteer Sign-In Log.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Jack D. Gordon Elementary Community School will provide a safe and disciplined environment for all students.

Needs Assessment

Jack D. Gordon Elementary Community School

Analysis of accident reports from the 2006-2007 school year indicate most of the accidents reported occurred during physical education instruction and recess. The need to decrease accidents must be addressed in order to maintain student safety. In an effort to maintain a safe learning environment, the following will take place in order to decrease accident reports by three percent: students will be reminded of appropriate behaviors and safety responsibilities on a bi-weekly basis by physical education teachers. 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. School accident reports will be monitored on a quarterly basis.

Measurable Objective

Given the importance of maintaining a safe and disciplined environment in school, the number of accident reports generated at the school will decrease by three percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor accident reports generated on a quarterly basis.	Principal, Assistant Principals, Data Clerk	8/20/2007	6/5/2008	Continuous Improvement Model	0
Create and follow a schoolwide arrival and dismissal plan to ensure the safety of students.	Principal, Assistant Principals, Classroom Teachers, Special Area Teachers, Security Monitors	8/20/2007	6/05/2008	Student Wellness	0
Conduct weekly reminders about the importance of safety and responsible citizenship.	Principal, Assistant Principals, Media Specialist, Classroom Teachers	8/20/2007	6/08/2008	Student Wellness	0
Address safety issues during P.E. and recess on a weekly basis. Conduct assemblies to discuss the importance of safety and proactive responsibility in grades kindergarten through five.	Principal, Physical Education Teachers, Classroom Teachers	8/20/2007	6/05/2008	Student Wellness	0
Provide a schoolwide Career Week with presentations from safety organizations and professionals such as police officers, fire rescue workers, and other safety professionals.	Principal, School Counselors	11/1/2007	3/26/2008	Student Wellness	0
Announce students that were recognized "Doing The Right Thing" on a monthly basis.	Principal, Media Specialist, Classroom Teachers, School Counselors	8/20/2007	6/05/2008	Student Wellness	0
Conduct a poster and essay contest titled "How I Can Make My School A Safer Place" for students in grades kindergarten through five.	Principal, Assistant Principals, Classroom Teachers, Art Teachers	8/20/2007	1/19/2008	Student Wellness	0
Provide monthly updates at faculty and staff meetings about safety issues and accident reports.	Principal, Assistant Principals	8/20/2007	6/05/2008	Student Wellness	0
Provide professional development to faculty and staff in the areas of safety, classroom management, and discipline.	Principal, Classroom Teachers, Special Area Teachers, Counselors	8/20/2007	6/05/2008	Student Wellness	0

Research-Based Programs

N/A

Professional Development

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

Evaluation

The number of accident reports will decrease by three percent from 404 in the 2006-2007 school year, to 391 in the 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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

Technology 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 1:25 to 1:5 to enable students to have additional access to computer software and hardware. 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.

Measurable Objective

Given an emphasis on the use of technology in education, 82% of students in grades three through five will show an increase of three percent in fluency as evidenced by the reports generated through the 2007-2008 Reading Plus! Program as compared to the 2006-2007 reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor students' use of the Accelerated Reader Program in grades two through five on a quarterly basis.	Principal, Assistant Principals, Media Specialist, Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Use NETS to facilitate research of various academic topics in grades three through five on an as needed basis.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide professional development for teachers in the areas of Internet-based programs such as Riverdeep and FCAT Explorer.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Integrate Riverdeep Reading software in grades kindergarten through five instruction.	Principal, Classroom Teachers, Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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.	Principal, Assistant Principals, Classroom Teachers, Media Specialist	8/20/2007	1/31/08	Continuous Improvement Model	0
Provide instruction and monitor the use of FCAT Explorer to improve the reading skills of students in grades three through five.	Principal, Lead Teacher, Classroom Teachers, Media Specialist	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide teachers with professional development in the Electronic Gradebook.	Principal, Lead Teacher, Classroom Teachers, Special Area Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the Electronic Gradebook to record attendance, maintain grade book, and document school to home communications.	Principal, Lead Teacher, Classroom Teachers, Special Area Teachers	5/20/2007	6/05/2008	District-wide Literacy Plan	

Research-Based Programs

N/A

Professional Development

Teachers will be provided with an opportunity to receive Riverdeep Learning Management System training, Reading Plus, Electronic Gradebook training and in-house NETS (National Educational Technology Standards) training. Provide professional development for Internet-based programs such as Riverdeep, FCAT Explorer, and Reading Plus!.

Evaluation

Reports for students using Reading Plus will be generated and monitored to show that 82% of students in grade three through five have increased by three percent in fluency as evidenced by reports generated through the Reading Plus! program.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

All students will develop interests 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-test 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 2007 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 the opportunity to be a team leader in class, send home informational packets on the importance of healthy eating and exercise habits. All students will benefit from the additional support provided.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 89% of the students meeting high standards by running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage lifelong awareness of healthy eating habits and the importance of regular exercise.	Principal, Assistant Principals, Physical Education Teachers, Cafeteria Manager,	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Incorporate FCAT Mathematics and Reading strategies in physical education lessons to enhance and support the general education curriculum.	Principal, Assistant Principals, Physical Education Teachers	8/20/2007	6/06/2008	Healthcare & Healthy Choices	0
Administer a FITNESSGRAM pretest to grades two through five during the first nine weeks of school to determine baseline measures.	Principal, Physical Education Teachers	8/20/2007	10/12/2007	Student Wellness	0
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.	Principal, Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0
Provide physical education teachers the results of the FITNESSGRAM Test given to students in grades two through five to modify the instructional program in meeting the goals and objectives of the curriculum.	Principal, Assistant Principals, Physical Education Teachers	08/20/2007	06/02/2008	Student Wellness	0
Recognize students that have accomplished physical fitness achievement goals.	Principal, Media Specialist, Physical Education Teachers	6/02/2008	6/02/2008	Student Wellness	100
Provide professional development for teachers in the areas of FITNESSGRAMS, and the integration of FCAT skills in Health and Physical Fitness.	Principal, Assistant Principals, Physical Education Teachers, Classroom Teachers	8/20/2007	6/05/2008	Student Wellness	0

Research-Based Programs

Moving into the Future: National Standards for Physical Education

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 Test. The Physical Education teachers will record the students' scores and compare the scores to the FITNESSGRAM scale. The 2008 FITNESSGRAM scores will improve three percent over the 2007 FITNESSGRAM scores from 86 percent to 89 percent.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas 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 extra curricular activities.

Needs Assessment

Ten percent of students in grades two through five participated in extra curricular programs during the 2006-2007 school year through the After School Care program and the Academic Excellence Program (AEP). These programs include AEP Drama, the Art Club, music groups, and safety patrols. Initiatives, such as Gordon's Glorious Readers, Magnificent Mathematicians, Spectacular Scientists and Out of this World Writers motivate students to attend school on a regular basis, create better relationships at school and provide students opportunities to succeed in a variety of areas. Twelve percent of students in grades two through five will participate in enrichment programs, a two percent increase from the 2006-2007 school year. Greater participation in these programs will be achieved through advertisement via school website, flyers, closed-circuit television, Connect-Ed messages.

Measurable Objective

Given the benefits of extracurricular activities, the number of students enrolled in these Programs will increase by three percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote advantages of participating in enrichment programs via flyers.	Principal, Assistant Principals, Media Specialist, Special Area Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Inform parents on a quarterly basis of the enrichment programs offered at the school through flyers, the school website and Connect-Ed messages.	Principal, Assistant Principals, Special Area Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide professional development in the areas of Drama, Art and Music and the integration of FCAT skills with electives and special area classes.	Principal, Assistant Principals, Classroom Teachers, AEP Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Establish a "Night of the Arts" to showcase student talents across all special area curriculum and encourage parents to participate.	Principal, Assistant Principals, Special Area Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	250
Offer drama through the Academic Excellence Program (AEP), and Art Club classes to students through the Before School Care and After School Care, Future Educators of America (FEA), Safety Patrol, and Youth Crime Watch.	Principal, AEP Teacher, FEA Sponsor, Special Area Teachers, Safety Patrol Sponsor, Youth Crime Watch Sponsor	9/04/2007	6/05/2008	Academic Enrichment Opportunities	0

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 three percent during the 2007-2008 school year as indicated by attendance logs.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment 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's Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals	8/20/2007	6/5/2008	Education Innovation	0
Consider reconfiguration of existing resources by taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/5/2008	Education Innovation	0
Inform faculty and staff about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/5/2008	Education Innovation	0

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"/>	<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.

Instructional Materials:

The EESAC makes recommendations for utilizing the resources within the school.

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:

EESAC recommends purchases for specific curriculum areas.

Benchmarking:

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

School Safety & Discipline:



School Improvement Plan 2007-2008



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
Reading	5400
Mathematics	2000
Writing	1400
Science	2250
Parental Involvement	550
Discipline & Safety	0
Technology	0
Health & Physical Fitness	100
Electives & Special Areas	250
Return On Investment	0
Total	11950



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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