

Miami-Dade County Public Schools

JACK DAVID GORDON ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The vision of Jack D. Gordon Elementary Community School, with the commitment of the community, is to meet the individual needs of the student population, thus producing productive citizens who can successfully compete in today's global society through an environmentally conscious curriculum that promotes advanced technology. Jack D. Gordon Elementary Community School is committed to promoting student achievement.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Ferrer, Maileen

Position Title

Principal

Job Duties and Responsibilities

The role of the principal is to provide strategic direction to Jack D. Gordon Elementary. The principal will monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement, encourage the involvement of all stakeholders, revise policies and procedures, manage the school budget, hire and evaluate staff, and oversee facilities.

Leadership Team Member #2

Employee's Name

Varona-Perez, Amie

Position Title

Assistant Principal

Job Duties and Responsibilities

The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.

Leadership Team Member #3

Employee's Name

Kirby, Shakira

Position Title

Assistant Principal

Job Duties and Responsibilities

The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.

Leadership Team Member #4

Employee's Name

Urra, Kristen

Position Title

Assistant Principal

Job Duties and Responsibilities

The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and

oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.

Leadership Team Member #5

Employee's Name

Hidalgo, Lidia

Position Title

Media Specialist/Reading Coach

Job Duties and Responsibilities

The role of the Reading Coach is to supports teachers with the implementation of district and state curriculum standards to plan for instruction and assessment. The instructional coach will collaborate and support teachers in using the curriculum to analyze students' strengths and target areas for improvement. Additionally, the instructional coach will serve as Jack D. Gordon's professional development liaison. She will conduct a needs assessment to identify and support teachers in the area of professional development.

Leadership Team Member #6

Employee's Name

Corugedo, Mari

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

The ELL compliance specialist will monitor compliance with the ELL program at Jack D. Gordon Elementary. She will collaborate and support teachers in the implementation of strategies to ensure student achievement of ELL students. Additionally, she will facilitate providing academic support to ELL students.

Leadership Team Member #7

Employee's Name

Caride, Carmen

Position Title

Teacher, ESE

Job Duties and Responsibilities

The role of Exceptional Student Education (ES) Chairperson is to serve as the instructional leader of the ESE department. She will assist teachers with the implementation of the curriculum, instructional

strategies, and the use of data to determine student needs to increase student achievement. She will also assist with professional development needs. Additionally, she will serve as a Local Educational Agency (LEA), participate in student IEP meetings, and ensure compliance within the Exceptional Student Education program.

Leadership Team Member #8

Employee's Name

Martinez, Maria

Position Title

Math Liaison

Job Duties and Responsibilities

The role of the Math Liaison is to supports teachers with the implementation of district and state curriculum standards to plan for instruction and assessment. The Math Liaison will collaborate and support teachers in using the curriculum to analyze students' strengths and target areas for improvement.

Leadership Team Member #9

Employee's Name

Ponzoa, Sylvia

Position Title

Science Liaison

Job Duties and Responsibilities

The role of the Science Liaison is to supports teachers with the implementation of district and state curriculum standards to plan for instruction and assessment. The Science Liaison will collaborate and support teachers in using the curriculum to analyze students' strengths and target areas for improvement.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

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

SIP Monitoring

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

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	95.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	84.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	11	11	8	10	7				47
One or more suspensions	0	0	0	1	0	0				1
Course failure in English Language Arts (ELA)		3	13	4						20
Course failure in Math		1	3	1		1				6
Level 1 on statewide ELA assessment				7	15	22				44
Level 1 on statewide Math assessment				1	5	13				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	13	21	17						53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	5	3	2					13

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	16	12	15	23				74

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	5	13	7		0				27
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	18	13	11	15	14				72
One or more suspensions					1					1
Course failure in ELA		9	13	3	4					29
Course failure in Math		1	5	4	2	1				13
Level 1 on statewide ELA assessment				3	23	10				36
Level 1 on statewide Math assessment				2	10	7				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	11	27	29						109

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	10	6	11	7				44

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	10	9	3	1					25
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	72	63	57	70	60	53	78	62	56
ELA Grade 3 Achievement **	75	63	58	68	60	53			
ELA Learning Gains	68	64	60				75		
ELA Learning Gains Lowest 25%	57	62	57				58		
Math Achievement *	83	69	62	82	66	59	79	58	50
Math Learning Gains	65	65	62				66		
Math Learning Gains Lowest 25%	61	58	52				63		
Science Achievement *	70	61	57	65	58	54	48	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	72	64	61	71	63	59	62		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	623
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	70%	66%	42%		66%	63%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	70%	No		
Hispanic Students	70%	No		
White Students	92%	No		
Economically Disadvantaged Students	67%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	71%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	70%	No		
White Students	80%	No		
Economically Disadvantaged Students	67%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	1	
English Language Learners	67%	No		
Native American Students				
Asian Students				
Black/African American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	67%	No		
Multiracial Students				
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	72%	75%	68%	57%	83%	65%	61%	70%					72%
Students With Disabilities	27%	26%	47%	42%	62%	62%	60%	50%					63%
English Language Learners	68%	70%	70%	59%	82%	71%	74%	68%					72%
Hispanic Students	71%	75%	69%	57%	83%	66%	64%	69%					72%
White Students	89%				94%								
Economically Disadvantaged Students	68%	70%	70%	61%	80%	63%	57%	59%					71%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	70%	68%			82%			65%					71%
Students With Disabilities	32%	29%			53%			38%					55%
English Language Learners	70%	74%			77%			67%					66%
Hispanic Students	70%	67%			82%			65%					65%
White Students	80%				80%								
Economically Disadvantaged Students	64%	68%			79%			58%					67%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	78%		75%	58%	79%	66%	63%	48%		
										62%
Students With Disabilities	31%		48%	32%	48%	54%	46%	17%		
										34%
English Language Learners	77%		77%	63%	77%	71%	71%	38%		
										62%
Native American Students										
Asian Students										
Black/African American Students										
Hispanic Students	78%		75%	57%	79%	67%	63%	50%		
										63%
Multiracial Students										
Pacific Islander Students										
White Students	69%				67%					
Economically Disadvantaged Students	77%		75%	59%	77%	67%	63%	47%		
										62%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	67%	56%	11%	55%	12%
Ela	4	63%	55%	8%	53%	10%
Ela	5	69%	56%	13%	55%	14%
Math	3	80%	65%	15%	60%	20%
Math	4	82%	62%	20%	58%	24%
Math	5	77%	59%	18%	56%	21%
Science	5	68%	53%	15%	53%	15%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our Science achievement demonstrated significant improvement, with a increase of five percentage points from 65% in 2023 to 70% in 2024. To enhance our science instruction and foster continued growth in this area, our school implemented several innovative measures. A pivotal initiative included the establishment of a dedicated science laboratory, providing students with a specialized space for hands-on experiments and investigations. This lab became a focal point for practical learning, enabling students to apply scientific concepts in real-world scenarios while nurturing their curiosity and critical thinking abilities. Additionally, our school launched a STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiative. This interdisciplinary approach integrated science with other disciplines, encouraging connections across subjects and deepening students' comprehension of scientific principles within a broader academic framework. By combining the science lab, STEAM initiative, and enhanced educational resources, our school created an environment conducive to active learning and scientific exploration. These initiatives collectively contributed to improved student performance in science, underscoring the positive impact of our efforts to enrich science education.

Lowest Performance

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

Based on the 2024 data, ELA learning gains Lowest 25% showed the lowest performance, with proficiency at 57% in 2024. Contributing factors include inconsistent intervention implementation, insufficient collaborative planning, and a lack of fidelity in differentiating instruction. To improve ELA outcomes, it is essential to enhance the consistency of intervention practices through clear protocols and training. Additionally, fostering stronger collaborative planning among educators through regular meetings can ensure alignment in instructional strategies. Prioritizing professional development on differentiated instruction principles is also crucial to effectively meet diverse student needs with varied teaching materials and methods. Addressing these areas comprehensively will create a more supportive learning environment in ELA, ultimately leading to improved student achievement.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that

contributed to this decline.

While there were no declines in any of the components from the previous year, both English Language Arts (ELA) and Mathematics proficiency showed minimal growth. Math proficiency increased by one percentage point, while ELA proficiency increased by 2 percentage points. A contributing factor to this minimal growth includes inconsistent monitoring of interventions and small group instruction for ELA and Mathematics. To improve reading and math performance, it is crucial to establish consistent monitoring and assessment practices to promptly identify struggling students. Additionally, targeted interventions can effectively address individual student needs and strengthen reading and math proficiency. By providing personalized support and implementing evidence-based instructional strategies, we can work toward reversing the decline in reading and math performance and building a stronger foundation in literacy and mathematics skills.

Greatest Gap

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

The subject area exhibiting the greatest gap from the state average is Mathematics. Our data shows an 83% proficiency rate in Mathematics, significantly higher than the state average of 59%. Several factors contribute to this gap in Mathematics performance, including an intensified focus on Mathematics instruction and the alignment of curriculum standards. The increased emphasis on Mathematics enhanced students' grasp of mathematical concepts and skills, leading to higher proficiency rates. Moving forward, maintaining this focus while ensuring a well-rounded curriculum will be crucial to sustaining and further improving student achievement in Mathematics.

EWS Areas of Concern

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

According to the data, 19% of our students have between 11-15 absences, a percentage higher than that of the District and other Tier 1 schools. To tackle this issue effectively, proactive measures include closely monitoring attendance patterns and identifying students with chronic absenteeism or frequent unexcused absences. Emphasizing the significance of consistent attendance and offering appropriate support and incentives are essential steps toward enhancing overall attendance rates and ultimately fostering academic success.

Highest Priorities

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

Based on the data, there is a clear need to prioritize improvements in ELA proficiency, Science, Attendance, Learning Gains, and maintaining Mathematics proficiency. Proficiency and Learning

Gains will have a particular focus for students in the SWD subgroups. To address these priorities, the school will focus on implementing evidence-based instructional strategies, providing targeted interventions, and aligning the curriculum with state standards. This effort includes offering professional development opportunities for educators to enhance their subject-specific teaching skills and foster effective instructional practices in Science and ELA. Additionally, providing students with access to resources such as science labs, reading materials, and technology will bolster their learning experiences in these subjects. Regular assessment data analysis will be crucial for identifying specific areas needing improvement, allowing for interventions and instructional adjustments. To further improve school attendance, proactive measures will involve closely monitoring attendance patterns, identifying students with chronic absenteeism. By concentrating on advancing educational outcomes in ELA, Science, refining assessment practices, and enhancing attendance strategies, the school aims to lay a solid foundation for overall academic achievement and student success.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 27% of our students with disabilities (SWD) demonstrated proficiency in English Language Arts (ELA). This represents a decline of five percentage points from the 2023 score of 32%. Given this data and the observed minimal fidelity in implementing and monitoring interventions, we will focus on targeted intervention elements, emphasizing improved scheduling and monitoring practices.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Intervention, with a focus on scheduling and monitoring, an additional 2% of the SPED students will score at or above grade level in the area of ELA on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, and follow-up with regular walkthroughs to ensure consistent implementation of intervention.

Administrators will attend data chats to monitor student progress and ensure students are demonstrating growth, especially for identified subgroups. Instructional delivery in intervention will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed. A walk-through checklist will be utilized to monitor the fidelity of implementation.

Person responsible for monitoring outcome

Maileen Ferrer

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Rationale:

The rationale for implementing intervention program is based on the observed decline in ELA proficiency for both SWD students. Intervention programs are designed to provide targeted support to these students, helping them improve their skills and close the proficiency gap.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Scheduling of personnel for ELA intervention

Person Monitoring:

Amie Varona-Perez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Schedule Reading ELA teacher interventions during the Spanish block and ensure teachers receive intervention resources. As a result, students will receive targeted support to meet their academic needs.

Action Step #2

Identify ELA intervention of focus groups

Person Monitoring:

Amie Varona-Perez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize the expertise of the media specialist and ELL support specialist to deliver targeted interventions tailored to the needs of Tier 3 students identified within the SWD focus groups. As a result, students will receive targeted support to bridge identified learning gaps.

Action Step #3

Monitoring implementation of ELA intervention

Person Monitoring:

Amie Varona-Perez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop a walkthrough schedule and design a checklist for administrators to monitor fidelity and

assess implementation of Reading intervention in the classrooms. As a result, the monitoring of intervention will ensure fidelity and allow administration to provide support to identified teachers.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA, Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 68% of our students demonstrated learning gains in English Language Arts (ELA), compared to 75% in the 2023 FAST PM3. Additionally, 65% of our students showed learning gains in Mathematics, slightly lower than the 66% observed in the 2022 FAST PM3. Given this data and the decrease in the percentage of students attaining learning gains, we will implement targeted small group instruction. Our focus will be on aligning resources and instruction to meet individual student needs.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By implementing the Targeted Element of small group instruction, with a focus on aligning resources and instruction to student needs, we anticipate an additional 5% of students achieving learning gains in both ELA and Math on the FAST PM3 assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administration will conduct targeted and specific walk-throughs regularly to observe small group instruction sessions. During these observations, they will note student engagement, participation, and interactions to assess alignment with student needs and provide constructive feedback to teachers. Additionally, the administration will hold quarterly data chats to collaborate with teachers, discuss student outcomes, address challenges, make necessary adjustments, and share best practices. The analysis of Progress Monitoring Assessments, i-Ready, and FAST Progress Monitoring data will inform decision-making to address areas of concern. Bi-weekly data reviews will ensure that students demonstrate progress on i-Ready, McGraw-Hill assessments, Progress Monitoring Assessments, and Topic assessments. Furthermore, the Leadership Team will actively participate in bi-weekly ELA collaborative planning sessions with each grade level, monitoring these sessions by providing agendas and sign-in sheets.

Person responsible for monitoring outcome

Maileen Ferrer

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Flexible/Strategic Grouping: Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

Rationale:

Flexible/Strategic Grouping allows teachers to tailor instruction to individual student needs, providing targeted help and addressing specific challenges or misconceptions. These groups promote active engagement and offer more opportunities for students to contribute, ask questions, and interact. This approach ensures an equitable learning experience by accommodating the pace and level of understanding suitable for each learner, leading to enhanced comprehension, confidence, and motivation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Needs Assessment

Person Monitoring:

Shakira Kirby

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize formative and summative assessment data to identify students who need additional support in

English Language Arts and Mathematics. As a result, students will be identified for targeted small group instruction. Data will be reviewed to monitor student progress and adjust groups accordingly.

Action Step #2

Resource Allocation

Person Monitoring:

Shakira Kirby

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize the district pacing guide to allocate appropriate resources, ensuring optimal support for small group instruction. As a result, there will increase in student achievement with the implementation of targeted small group instruction. Data will be reviewed to monitor student progress.

Action Step #3

Enhancing Learning through iReady Lessons

Person Monitoring:

Shakira Kirby

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize iReady personalized lessons to effectively reteach essential skills. Monitor student progress through the results of iReady lessons, and assign additional lessons tailored to individual student needs. As a result, student individual needs will be addressed.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on our analysis of the 2024 data, 70% of 5th-grade students achieved on the Statewide Science Assessment, marking a five percentage-point increase from the 2023 results, where 65% of students reached this level. After reviewing our two-year trend data, we have identified 5th-grade Science proficiency as a key area of focus to sustain and build upon the positive progress observed. Our goal is to continue this upward trend, ensuring that more students reach and exceed proficiency in Science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By effectively implementing high-quality Science instruction that includes lab investigations, STEAM (Science, Technology, Engineering, Arts, and Mathematics) lessons, and provide interactive learning

environments, we anticipate at least a two percentage-point increase in the 2025 Statewide Science Assessment. This improvement will demonstrate the positive impact of our instructional strategies. To further support our STEAM initiative, we are exploring additional grant funding opportunities to enhance the resources and educational experiences available to our students in Science and STEAM.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Maileen Ferrer

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes.

Rationale:

Providing interactive learning environments will cultivate critical thinking skills, resulting in improved student performance. By engaging in this approach, students will have the opportunity to make personal connections and gain a deeper understanding of the topics and content they are studying. They will use science journals to document their lab findings and take notes, encouraging reflection and the integration of new knowledge. Teachers will provide corrective feedback to guide students and keep them on track, while also recognizing and rewarding their progress and achievements. This approach will enable students to actively participate in their learning, deepen their understanding of scientific concepts, and enhance their overall academic performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Kristen Urrea

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Coordinate a professional development session to thoroughly review and analyze the Science STEAM matrix. As a result, this activity will provide an opportunity to deepen our understanding of the matrix and explore its application within our instructional practices, ensuring alignment with our educational objectives.

Action Step #2

Science Labs

Person Monitoring:

Kristen Urrea

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade-level teams will utilize the pacing guide to schedule and plan the incorporation of hands-on interactive science labs using the Essential Toolkit K-5 and Essential Lab K-5 Manuals provided by the district. As a result, students will be able to participate in inquiry-based instruction in an interactive learning environment.

Action Step #3

Monitoring and Remediating Science Skills through Assessments

Person Monitoring:

Kristen Urrea

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Use Science Topic Assessments and Unit Tests to monitor progress in science skills reteach and remediate skills as needed. As a result, teachers will be able to utilize resources to remediate instruction and improve student achievement. Data will be monitored and discussed during grade level planning meetings.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

According to the 2024 attendance data, 19% of our students have between 11-15 absences, a percentage higher than that of the district and other Tier 1 schools. Chronically absent students are less likely to read on grade level by 3rd grade and they tend to score lower on standardized tests. Students who miss school frequently may struggle to connect with peers and engage in school activities.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Student Attendance, with a focus on monitoring attendance patterns and the implementation of attendance initiatives, there will be a decrease of 1% of students with 11 or more absences.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Kristen Urra

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

Chronically absent students are less likely to read on grade level by 3rd grade and they tend to score lower on standardized tests. Students who miss school frequently may struggle to connect with peers and engage in school activities

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Support and Incentives

Person Monitoring:

Kristen Urra

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement strategies to provide support and incentives aimed at improving daily attendance rates. As a result, this initiative will involve developing targeted programs and rewards to encourage consistent student participation, thereby enhancing overall engagement and academic success.

Action Step #2

Daily Monitoring

Person Monitoring:

Kristen Urra

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration and teachers will regularly review daily attendance report and identify students with excessive absences. This will allow for frequent monitoring and early identification of students with excessive absences.

Action Step #3

Parental Outreach for Addressing Excessive Student Absences

Person Monitoring:

Kristen Urra

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Community Involvement Specialist (CIS) will reach out to parents of students with excessive absences through phone calls and/or home visits. As a result, the CIS will be able to identify students and families in need of additional resources and support to improve student attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

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

The SIP will be made publicly available on Title I – Jack D. Gordon Elementary
(jdgordonelementary.net)

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

The school's Parental and Family Engagement Plan (PFEP) will be made publicly available on Title I – Jack D. Gordon Elementary (jdgordonelementary.net)

Plans to Strengthen the Academic Program

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

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

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

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Teachers, paraprofessionals, and other personnel engage in ongoing professional development to enhance their instructional techniques and effectively utilize data from academic assessments to

tailor teaching strategies. Collaborative workshops, peer mentoring, and expert-led training sessions empower educators to analyze assessment data, identify student needs, and implement evidence-based interventions. In order to recruit and retain our effective teachers, we have started to implement an "Employee of the Month" incentive program.

Strategies to Assist Preschool Children

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

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

At Jack D. Gordon, the process of reviewing the use of resources to meet student needs begins with identifying those needs through a thorough analysis of student performance data. We then inventory and evaluate the effectiveness of our current resources. Any gaps or redundancies are identified, leading to the development of an action plan to optimize the use of resources. This plan is implemented, and its impact on student outcomes is closely monitored. Adjustments are made as necessary, and findings are regularly reported to stakeholders to ensure ongoing effectiveness and accountability.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

To address identified student needs, Jack D. Gordon will implement targeted resources. Beginning on the first day of school, the school will use resources provided by the district, such as pacing guides and supplemental materials, to support these needs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00