J. D. Parker School Of Technology

2015-16 School Improvement Plan

J. D. Parker School Of Technology

1010 SE 10TH ST, Stuart, FL 34996

jdp.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	65%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Martin County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission at J.D. Parker is to provide an engaging, nurturing environment where all students are encouraged to identify and fortify their strengths, motivated to take risks in their learning, and inspired to become lifelong learners.

Provide the school's vision statement

To create flexible and engaged learners who become critical thinkers now and for the future.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

J.D. Parker gathers information through established relationships with our families and community members, through stakeholder surveys, and through our staff who represent and advocate for our varied cultural groups. Our staff also hosts several family events throughout the year that support curriculum and family involvement. This year we will host "Family Home Depot Night " (STEM-focused); Family Fun Day (family involvement) in partnership with the Local Boys and Girls Club and the City of Stuart before winter break; and Family Literacy Night in the spring. Every year, each of our family events brings a minimum of 250 people back to school to added learning.

Describe how the school creates an environment where students feel safe and respected before, during and after school

J.D. Parker uses the PBIS model as our foundation for school wide behavioral expectations before, during and after school. The teachers and staff have also implemented Conscious Discipline strategies to improve our culture and climate within classrooms and across the school community. PBIS sets the standard for "behavior" and fosters data collection. Conscious Discipline addresses a system of common language surrounding safety and support. The local Boys and Girls Club (that hosts many of our most needy students after school) also implements Conscious Discipline so that our students would hear consistent (positive) messages in both settings.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The structures associated with PBIS help the staff at JDP maintain expectations for safety and bottom lines for behavior. All teachers have received training in data tracking, consistent use of discipline forms, expectations for classrooms and common areas, and procedures for adding interventions for students requiring additional levels of support.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school has 1.5 Master's Degree level guidance counselors and 2 part-time LCSW level therapists on campus. We also partner with other social service providers and a social worker from the City police department in an effort to meet the complex needs evidenced by students at our school.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our administration, our PTO, and our SAC consistently conduct family events and outreach activities. Some of these endeavors include: classroom adoptions; Backpack Buddies (food for needy families that goes home with students each Friday); Banners for Books; a book drive; the maintenance of a school vegetable garden; holiday food and gift support for families;Trunk or Treat and others. We partner with several local businesses and organizations including: St. Mary's Episcopal Church; All About Achieving Learning Centers; Private Physicians of Stuart; Boys and Girls Club; The City of Stuart Youth Initiative; The YMCA of Stuart; The Martin County Airport; and others.
Regular communication and advertising for business helps us maintain the relationships we have in place and build new ones.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Jones, Christopher	Principal
Hale, Dodie	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS team members review progress of the school toward SIP goals. The progress of each student toward individual and school wide goals is carefully monitored. Team members and their roles are as follows:
Christopher Jones, Principal
Dodie Hale, Assistant Principal
Shannon Pretorius, Intervention Problem-Solving Coach
Emily Gallo, Guidance Counselor
Tammy Nolan, Guidance Counselor
Courtney Beard, Literacy Coach

Janet Good, Literacy Coach
Denise Harrison, STEM Coach
Jessica Addorisio, Intervention Coordinator

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team meets bi-monthly to discuss concerns specific to struggling students and to help design intervention plans. The purpose of the team is to be an effective problem-solving group that:
- Assesses teachers' concerns related to student academic and/or behavioral difficulties
- Identifies student strengths, interests, and talents
- Reviews data
- Sets projected outcomes and methods for measuring progress
- Designs specific intervention plans
- Reviews and monitors intervention plans
- Develops a plan to communicate plan/results with parents
Teachers are provided funds from the discretionary budget to purchase supplies for their classrooms.
The Assistant Principal will continue to facilitate classroom adoptions until each teacher/classroom has been adopted by a community partner.
Title I and SAC funds will be allocated to provide teachers with professional development in reading, science and math.
Title I and SAC funds will be used to enhance the reading and STEM resource rooms. An emphasis will be placed on high interest non-fiction texts to support STEM, as well as improved literacy skills among our students.
Capital funds will be used to purchase materials that support collaborative learning such as classroom carpets, bookshelves/bins for classroom libraries, science lab supplies and equipment, and interactive technology.
District support through Title X to support our growing homeless population in the community and at school.
Community partnerships will also be used to support the "Backpack Buddies" program so that our homeless and indigent students will have nutrition provided to them after school and on weekends.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
April Day	Parent
Cheryl Jordan	Parent
Michelle Muniz	Education Support Employee
Christine Baldwin	Parent
Chandra Taylor	Business/Community
Donna Duncan	Parent
Paul Geebus-Mockabee	Parent
Kevin Velasquez	Parent
Christopher Jones	Principal
Kimberly Pierre	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the outcomes of JDP's available summative data from 2015 and compared it to the goals set in the previous year's SIP at the first meeting of the year conducted September 21, 2015. Questions, comments and recommendations were noted in the SAC minutes.

Development of this school improvement plan

SAC members reviewed the draft of the 2015-2016 SIP after review of the outcomes from 2014-2015. Suggestions/edits were noted prior to the approval of the plan.

Preparation of the school's annual budget and plan

The SAC was presented with the budget amount allocated to JDP for 2015-16 at the September 21 meeting. The committee reviewed expenses from the prior year and agreed that the focus of the expenditure for the SAC funds should be related to professional development. JDP's professional development goals were established in 2014-15 and will remain the focus with increased expectations for 2015-2016.

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

Professional Development $3000.00
Purchase of Fiction and Non-Fiction Texts to support STEM and Literacy $3000.00
Purchase of Lab equipment and STEM intervention supplies $1000.00
Purchase of classroom libraries for kinder classrooms $1000.00

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Jones, Christopher	Principal
Beard, Courtney	Instructional Coach
Good, Janet	Instructional Coach
Hale, Dodie	Assistant Principal
Addorisio, Jessica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team ensures that multiple data points including Fountas and Pinnell testing, i-Ready Assessments, anecdotal records, and student work samples are monitored, analyzed, and used to drive instructional decision-making. The team also monitors instructional practices (relative to the implementation of practices learned in professional development initiatives) to ensure that interventions and core instruction are being delivered effectively. Additional initiatives of the LLT include monitoring the language acquisition skills of primary age economically disadvantaged students, English language learners, students with disabilities, and students in cultural AMO subgroups toward school goals.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Reading, math, and science data from students in general education will be submitted by teachers to instructional coaches and administration each month. These same data are collected from teachers of students with individualized education plans will be submitted bi-monthly. Collaborative planning meetings have been scheduled weekly to facilitate positive and effective planning using these data to meet the needs of all learners. Two weeks will be literacy focused and facilitated by a literacy coach and an administrator; the second two weeks will be STEM focused and facilitated by an administrator with the STEM coach. In both scenarios, one week is focused around data review and the other is dedicated to collaborative development of instructional units.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Determine job openings and review applicants that are highly qualified. Recruit experienced teachers of students from diverse populations/Title I schools and teachers who represent the varied cultural groups that make up JDP's school community.
2. Review all applications received by the district.
3. Promote the Para-to-Teacher credit support program among our highest performing non-instructional staff.
4. Offer on-going and continuous opportunities for professional development.
5. Build and maintain a positive collaborative culture of professionalism and learning.
6. Develop and maintain (and evolve) a sense of shared purpose that focuses on high achievement within the school community.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new to JDP teachers will be assigned a mentor who is in their grade or on their team. Mentors and mentees will meet weekly; mentor group meetings will occur monthly.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Administrative walk-through visits and formal and informal teacher observations will be used to monitor that instruction is aligned to Florida Standards and effectively delivered. On-going professional development is offered through the school district to ensure that both administrators have adequate curricular and instructional knowledge to monitor, support, and instruct teachers in effective instructional delivery methods. Collaborative grade level planning of core instruction will occur across teams at JDP to ensure alignment to standards. Formative student data (triangulated when possible) will also be used to track the effectiveness of instruction in core programs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is reviewed each month by teachers, coaches, and administration. Coaches support teachers with instructional decision-making to ensure that differentiation occurs within classrooms to meet the needs of all learners. During 2014-15, students in the lowest quintile and those "on the bubble" were targeted for intense remediation. Coaches reviewed data with teachers, collaborated to create groups, and supported instruction for the students in and outside of the classroom. These groups were formed for reading and math and will continue in the coming year for students whose recent data indicates a need.
High performing students were also a focus in 2014-2015. Separate Gifted and Talented classrooms were created (expanded) based on data from the previous school year to ensure that our highest performers also showed growth. These classes will be further expanded this year to include one each in third, fourth,and fifth grades.
Evidence of the progress made by all students has been shown in district (i-ready and Fountas and Pinell) assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

i-Ready has been noted to have an 85% correlation to success among students on CCSS (aligned to FS) assessments. Students and parents find the web-based program to be very user friendly and engaging. School officials find the content to be appropriately rigorous. i-Ready will be used to support instruction in class and at home. Students without internet connectivity will be permitted to use the computer lab for 30 minutes before and 60 minutes after school daily.

Strategy Rationale

i-Ready provides monthly progress monitoring assessments and formal diagnostic assessments 3 times per year. The data from this product has been tested locally within the district and found to be well aligned when compared to other data points for the same students in the same time frame.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hale, Dodie, haled@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I-Ready is instructional and diagnostic. Student performance is measured informally each month, and formally twice per year.

Strategy: After School Program

Minutes added to school year: 3,600

The Green Club has been created to enhance students' knowledge in science. Students are recruited to participate in this high interest enrichment club. The club focuses on earth and life sciences and includes work on the farm to cafeteria garden program, recycling, composting, baking bread for homeless families, harvesting and serving the fruits and vegetables they've grown, and others.

Strategy Rationale

The Green Club offers students an opportunity to interact with relevant science concepts in authentic ways. All of the work done in the Green Club is connected with the NGSSS for Science. Students who have participated in Green Club have demonstrated greater levels of proficiency in science concepts than their peers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Jones, Christopher, jonesc@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Review of formative and summative science data

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

J.D. Parker hosts one pre-school class for students with developmental disabilities and a newly added Title I all-day VPK. We maintain regular communication with other local pre-schools and head start programs to support transition each year through kindergarten readiness screenings. The data from these screenings are shared with the pre-school and head start partners. Our on-site pre-school teacher plans with our Kindergarten team regularly throughout the school year and conducts articulation meetings regarding each child transitioning to kindergarten from pre-K at the start of the year. Kindergarten teachers at JDP also collaborate with teachers and directors from the local pre-school programs to share "best instructional practices" and assess students who are about to transition to JDP.

J.D. Parker shares the data of exiting Fifth Graders with our "feeder" middle schools. Reading, Math and intervention support data is provided each year in a variety of manners. We also promote Stuart and Anderson Middle Schools' orientation meetings and host an on-site student training provided by the staff from Stuart Middle each year.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Each student will interact with texts to support his or her individual growth across content.

G2. Each student will demonstrate the ability to read, interpret, synthesize, explain, defend, and apply their knowledge around grade level STEM concepts to solve complex real-world problems.

G3.

G4.

Strategic Goals Detail

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

G1. Each student will interact with texts to support his or her individual growth across content. 1a

Targets Supported 1b

🔍 G073191

Indicator	Annual Target
FSA English Language Arts - Achievement	56.0
AMO Reading - All Students	70.0
AMO Reading - African American	59.0
AMO Reading - ED	64.0
AMO Reading - ELL	59.0
AMO Reading - SWD	61.0
AMO Reading - Hispanic	64.0
AMO Reading - White	82.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	65.0
CELLA Reading Proficiency	27.0
FAA Mathematics Achievement	100.0

Resources Available to Support the Goal 2

- Professional development that supports Balanced Literacy Instruction will continue to be provided to teachers in grades pre-K-5

- Two literacy coaches will support and add to teachers' professional development through modeling lessons in the classroom, observing and providing feedback to teachers who practice newly acquired skills, and facilitating instructional decision-making based on formative data

- One full-time interventionist has been assigned to support/monitor the needs of students receiving Tier II interventions and deliver Tier III interventions in ELA and Math.

- i-Ready Digital Instruction will be purchased for all students (K-5) and implemented to support mastery of Florida Standards for reading

- Imagine Learning instructional software will be used to support English Language Learners

- Mondo Oral Language Development Curriculum will support Kdg and 1st grade ELLs

- J.D. Parker owns and uses multiple Leveled Literacy Intervention Kits to support remediation for students reading from Guided Reading levels A-Q.

- Professional texts will continue to be added to the resource room and used in book study and lesson study to deepen knowledge and support teachers' instruction in literacy.

- An Oral Language Lab will be established to support language learning needs of ELL and ED students.

- A no-cost, full-day VPK classroom has been established to serve students zoned to attend JDP in grades K-5. The unit is experiential and focused on language development (through STEM content).

- "Writing Pathways" was purchased for every teacher to ensure consistency and consensus when assessing student writing.

- "Literacy Wings" was purchased to support Tier II interventions for primary grade students needing additional support in reading and writing.

Targeted Barriers to Achieving the Goal `3`

- Students living in poverty have had limited exposure to different varieties of texts

- Teachers have been immersed in balanced literacy professional development for only two years

- A high percentage of students within the school community have had inconsistent oral language development

- Nearly half of all students do not demonstrate grade level reading proficiency targets

- Writing instruction needs to be prioritized in primary grades

Plan to Monitor Progress Toward G1. `8`

All student data will be reviewed monthly to ensure progress toward the literacy goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that: instructional decision-making is based on these data; and that student outcomes are reflective of the resultant instructional improvements.

Person Responsible

Christopher Jones

Schedule

Monthly, from 8/24/2015 to 5/29/2016

Evidence of Completion

Data will be collected from students' running records, i-Ready reading data, conference notes, anecdotal notes, Imagine Learning, on-demand writing samples, and teacher observation.

G2. Each student will demonstrate the ability to read, interpret, synthesize, explain, defend, and apply their knowledge around grade level STEM concepts to solve complex real-world problems. 1a

🔍 G073192

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	56.0
Math Gains	66.0
Math Lowest 25% Gains	53.0
AMO Math - All Students	76.0
AMO Math - African American	69.0
AMO Math - ED	72.0
AMO Math - ELL	67.0
AMO Math - Hispanic	71.0
AMO Math - SWD	69.0
AMO Math - White	84.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Intervention will be provided to students in grades K-5 who demonstrate gaps in knowledge of math and science concepts. The STEM coach will work with flexibly created and maintained groups. Students will be assessed for concept attainment regularly

- Teachers will be supported with push-in support during the STEM block so that small group work can be used to support the learning needs of all students

- Teachers will continue to receive training in "project/problem based learning." This initiative has started to increase the quality and quantity of high interest, authentic learning experiences in mathematics.

- The STEM resource room will be expanded to facilitate authenticity in classroom instruction and homework connections.

- Community business partners will support authentic STEM experiences for our students. Students in grades K-5 will participate in a banking program in partnership with Seacoast Bank to foster authentic concepts about number (and dollar) value through real savings accounts; Publix and Home Depot will host J.D. Parker Nights at local stores for students to shop while engaging in Project Based Learning experiences; and Martin County Airport will support aviation themed units that support standards at each grade level though field trips and teacher training.

- Professional and high interest non-fiction texts will be added to the STEM resource room. Professional Texts will be used in book study to increase teachers concept knowledge and instructional practices; high interest non-fiction texts will be used to support project based learning units in STEM.

- i-Ready Instruction will be purchased for all students (K-5) and implemented again this year to support mastery of the Florida Standards in math.

- Science intervention will be provided to students demonstrating deficiency in science through push-in and pull-out groups that will be coordinated and monitored by the STEM Lab Teacher.

Targeted Barriers to Achieving the Goal 3

- Teachers at JD Parker have had only one year of PD and support in authentic STEM instructional practices

- There is limited time to provide intervention to students who demonstrate deficiencies in science and mathematics

- Science vocabulary and concepts are not prioritized for instruction in primary grades resulting in limited content knowledge among students in intermediate grades.

Plan to Monitor Progress Toward G2. `8`

All student data will be reviewed monthly to ensure progress toward the math goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that: instructional decision-making is based on these data; and that student outcomes are reflective of the resultant instructional improvements.

Person Responsible

Christopher Jones

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

2016 FSA outcomes

G3. `1a`

🔍 G073193

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

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Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G3. `8`

Person Responsible

Schedule

Evidence of Completion

G4. `1a`

🔍 G073194

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G4. `8`

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

G1. Each student will interact with texts to support his or her individual growth across content. `1`

🔍 G073191

G1.B1 Students living in poverty have had limited exposure to different varieties of texts `2`

🔍 B191210

G1.B1.S1 Students will take "just-right" texts home nightly in book baggies to support literacy growth at home. Texts will also be given to students twice per year to take home and keep for their "at home libraries." `4`

🔍 S202677

Strategy Rationale

Students and families who have texts at home are better able to see the value in reading and have ready access to materials to support learning.

Action Step 1 `5`

Purchase high interest texts from inexpensive sources for student book give-aways and book baggies.

Person Responsible

Courtney Beard

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Photos of book give away events, receipts of book purchases; reading logs

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

Allocate funding, monitor purchases, and participate in the book give-away events.

Person Responsible

Christopher Jones

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Receipts of purchases

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

Monitor the progress of student literacy through running record reports

Person Responsible

Christopher Jones

Schedule

On 6/3/2016

Evidence of Completion

Improved reading levels for all students

G1.B1.S2 i-Ready Reading instruction will be made available to students at school and at home. i-Ready learning challenges will be used to elicit participation and improved student outcomes. `4`

🔑 S202678

Strategy Rationale

i-Ready is research based and aligned with FSAs.

Action Step 1 `5`

Provide students access to adaptive high-interest text paired with regular progress monitoring.

Person Responsible

Courtney Beard

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

i-Ready reports of student progress

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Review i-Ready data reports and meet with teachers/coaches to plan for modifications in intervention groups and the aligned instructional practices.

Person Responsible

Jessica Addorisio

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student growth evidenced in literacy-based assessments in the classroom

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitor student progress, modify instruction as needed.

Person Responsible

Jessica Addorisio

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Student outcomes to program based on progress monitoring data.

G1.B1.S3 Teachers in primary grades will use Mondo Oral Language curriculum and implement language acquisition centers to foster language acquisition among students in grades K and 1. `4`

🔍 S202679

Strategy Rationale

Limited language acquisition is a significant barrier to ELLs and students living in poverty

Action Step 1 `5`

Work with ELLs, students living in poverty, and transient students who evidence limited language acquisition using Mondo to foster language development.

Person Responsible

Courtney Beard

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Students will develop reading readiness and demonstrate an ability to read and hold comprehension conversations around grade level text with limited support.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review student progress in data meetings

Person Responsible

Courtney Beard

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student progress evidenced in running records.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review student data, determine needs, make instructional decisions

Person Responsible

Dodie Hale

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student progress/outcomes

G1.B2 Teachers have been immersed in balanced literacy professional development for only two years [2]

B191211

G1.B2.S1 K-5 Teachers will be provided with 10 days of training in balanced literacy with an added emphasis on writing this school year. [4]

S202680

Strategy Rationale

Balanced Literacy has a research base and has proven effective in the local school district.

Action Step 1 [5]

Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on writing instruction.

Person Responsible

Courtney Beard

Schedule

Quarterly, from 9/7/2015 to 6/3/2016

Evidence of Completion

PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)

Action Step 2 [5]

Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on conferring and data driven decision-making.

Person Responsible

Janet Good

Schedule

Quarterly, from 9/7/2015 to 5/29/2016

Evidence of Completion

PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Monitor, support, model, and reinforce classroom implementation of newly acquired strategies

Person Responsible

Courtney Beard

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Classroom observation data, improved student performance indicated on i-Ready and running records

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Monitor, support, model, and reinforce classroom implementation of newly acquired strategies

Person Responsible

Janet Good

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Classroom observation data, improved student performance indicated on i-Ready and running records

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Review student performance in monthly data meetings with teachers and coaches

Person Responsible

Dodie Hale

Schedule

Monthly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Improved student outcomes

G1.B3 A high percentage of students within the school community have had inconsistent oral language development [2]

B191212

G1.B3.S1 Imagine Learning will be implemented for students who demonstrate Limited or Non-English Speaking status on the IPT test. [4]

S202681

Strategy Rationale

Imagine Learning has been selected by the local school district to support learning and monitor progress of language acquisition for ELLs

Action Step 1 [5]

Assign students classified as NES or LES to 20-30 minutes of software tutoring on Imagine Learning per day.

Person Responsible

Dodie Hale

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Imagine Learning progress reports indicating student progress

Plan to Monitor Fidelity of Implementation of G1.B3.S1 [6]

Review student progress reports

Person Responsible

Dodie Hale

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student time in tutoring/Students' outcomes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Monitor students' program usage and follow-up with teachers

Person Responsible

Dodie Hale

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student progress reports

G1.B4 Nearly half of all students do not demonstrate grade level reading proficiency targets `2`

`B191213`

G1.B4.S1 Provide students with tutoring before, during, and after school `4`

`S202682`

Strategy Rationale

Many students are significantly below level in reading and require intensive intervention

Action Step 1 `5`

We will prioritize and group students by their needs, then provide them with intensive remediation through Leveled Literacy Intervention (K-5). Students will exit tutoring groups as success is shown.

Person Responsible

Jessica Addorisio

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Evidence from reading running records and i-Ready progress monitoring data

Action Step 2 `5`

We will work to improve core instruction in literacy with K-5 as a priority so that all students will have a greater chance of achieving grade level mastery by the end of 2nd grade.

Person Responsible

Courtney Beard

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

teacher observations, student data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Classroom walk-throughs will be conducted by administration, coaches, and peers on the LLT

Person Responsible

Christopher Jones

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher observation data, student outcome data, staff and student surveys

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Student data will be monitored closely; instruction will be modified as needed

Person Responsible

Christopher Jones

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Students will be expected to demonstrate a trajectory of improvement that is likely to lead to their achievement of grade level mastery of standards

G1.B5 Writing instruction needs to be prioritized in primary grades 2

🔍 B191214

G1.B5.S1 Provide teachers with professional development as well as time for planning, instruction, and assessment 4

🔍 S202683

Strategy Rationale

Teachers and students will need time, support, and professional development in order to prepare for increased rigor expected in FSAs

Action Step 1 5

We will prioritize reader response in our balanced literacy professional development.

Person Responsible

Janet Good

Schedule

Quarterly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Students will, when presented with one or more grade level equivalent text(s), write a focused response that meets grade level proficiency expectations as indicated in the Item Specifications of the Florida Standards.

Action Step 2 5

We will ensure that teachers have ample time and support for teaching, assessment, reflection, and planning to meet student needs in this area.

Person Responsible

Janet Good

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teacher surveys, student work samples and common assessment (district) writing data, teacher observations

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Teachers will be monitored for fidelity of instruction in the readers and writers workshop.

Person Responsible

Janet Good

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teacher observation data and student outcome data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Student outcomes will be monitored to ensure that the desired effects are achieved.

Person Responsible

Christopher Jones

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student writing samples and district writing assessment (pre and post-test) data

G2. Each student will demonstrate the ability to read, interpret, synthesize, explain, defend, and apply their knowledge around grade level STEM concepts to solve complex real-world problems. `1`

`G073192`

G2.B1 Teachers at JD Parker have had only one year of PD and support in authentic STEM instructional practices `2`

`B191215`

G2.B1.S1 Professional Development will be sought through an outside vendor specializing in differentiated and authentic instruction. `4`

`S202684`

Strategy Rationale

Teachers have facilitated differentiated STEM instruction through the development and implementation of several problem-based learning units this past year. Interest, engagement, and outcomes have begun to show improvement.

Action Step 1 `5`

Participate in a Professional Learning Community focused on Project/Problem Based Learning strategies for mathematics.

Person Responsible

Denise Harrison

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Implementation of strategies in classrooms as noted in teacher observations.

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

Classroom observations

Person Responsible

Christopher Jones

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Formal and informal observation feedback

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

Monitor the academic progress of all students participating in core instruction

Person Responsible

Dodie Hale

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student performance data recorded on: i-Ready progress monitoring data; curriculum based measures; anecdotal notes

G2.B2 There is limited time to provide intervention to students who demonstrate deficiencies in science and mathematics `2`

`B191216`

G2.B2.S1 Tutoring groups during the school day `4`

`S202685`

Strategy Rationale

Students with significant skill deficits need intensive remediation

Action Step 1 `5`

Tutoring groups will be implemented during the school year based on data indicators that suggest skill deficits

Person Responsible

Jessica Addorisio

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Shifts in students' performance after tutoring sessions

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Monitor student outcomes

Person Responsible

Denise Harrison

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student performance data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 [7]

Monitor student performance outcomes at monthly data meetings

Person Responsible

Dodie Hale

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Students' performance data

G2.B3 Science vocabulary and concepts are not prioritized for instruction in primary grades resulting in limited content knowledge among students in intermediate grades. [2]

🔧 B191217

G2.B3.S1 Students will be instructed in content specific vocabulary in alignment with the NGSSS. [4]

🔧 S202686

Strategy Rationale

Academic vocabulary is particularly weak among students living in poverty. Evidence shows a significant achievement gap that will be addressed through specific and general remediation.

Action Step 1 [5]

Content specific vocabulary will be explicitly taught in conjunction with authentic STEM activities in the STEM lab. The STEM Lab Teacher will collaborate with classroom teachers to ensure that content, vocabulary, and instruction is aligned between the STEM Lab and the general education classrooms. (K-5)

Person Responsible

Denise Harrison

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

MCSD common assessments; FCAT 2.0 scores; teacher observation

Plan to Monitor Fidelity of Implementation of G2.B3.S1 [6]

Classroom walk-throughs; supervision of lesson and unit plans

Person Responsible

Christopher Jones

Schedule

Quarterly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Lesson plans and iObservation data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Assessment data will be monitored for evidence of progress. Students will be assigned to intervention groups to re-teach the deficit areas noted.

Person Responsible

Dodie Hale

Schedule

Quarterly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Post- test data; district benchmark tests

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Purchase high interest texts from inexpensive sources for student book give-aways and book baggies.	Beard, Courtney	8/24/2015	Photos of book give away events, receipts of book purchases; reading logs	6/3/2016 semiannually
G1.B1.S2.A1	Provide students access to adaptive high-interest text paired with regular progress monitoring.	Beard, Courtney	8/24/2015	i-Ready reports of student progress	6/3/2016 daily
G1.B1.S3.A1	Work with ELLs, students living in poverty, and transient students who evidence limited language acquisition using Mondo to foster language development.	Beard, Courtney	8/24/2015	Students will develop reading readiness and demonstrate an ability to read and hold comprehension conversations around grade level text with limited support.	6/3/2016 monthly
G1.B2.S1.A1	Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on writing instruction.	Beard, Courtney	9/7/2015	PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)	6/3/2016 quarterly
G1.B3.S1.A1	Assign students classified as NES or LES to 20-30 minutes of software tutoring on Imagine Learning per day.	Hale, Dodie	8/31/2015	Imagine Learning progress reports indicating student progress	6/3/2016 monthly
G1.B4.S1.A1	We will prioritize and group students by their needs, then provide them with intensive remediation through Leveled Literacy Intervention (K-5). Students will exit tutoring groups as success is shown.	Addorisio, Jessica	8/31/2015	Evidence from reading running records and i-Ready progress monitoring data	6/3/2016 daily
G1.B5.S1.A1	We will prioritize reader response in our balanced literacy professional development.	Good, Janet	8/31/2015	Students will, when presented with one or more grade level equivalent text(s), write a focused response that meets grade level proficiency expectations as indicated in the Item Specifications of the Florida Standards.	6/3/2016 quarterly
G2.B1.S1.A1	Participate in a Professional Learning Community focused on Project/Problem Based Learning strategies for mathematics.	Harrison, Denise	8/24/2015	Implementation of strategies in classrooms as noted in teacher observations.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Tutoring groups will be implemented during the school year based on data indicators that suggest skill deficits	Addorisio, Jessica	8/31/2015	Shifts in students' performance after tutoring sessions	6/3/2016 daily
G2.B3.S1.A1	Content specific vocabulary will be explicitly taught in conjunction with authentic STEM activities in the STEM lab. The STEM Lab Teacher will collaborate with classroom teachers to ensure that content, vocabulary, and instruction is aligned between the STEM Lab and the general education classrooms. (K-5)	Harrison, Denise	8/31/2015	MCSD common assessments; FCAT 2.0 scores; teacher observation	6/3/2016 weekly
G1.B2.S1.A2	Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on conferring and data driven decision-making.	Good, Janet	9/7/2015	PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)	5/29/2016 quarterly
G1.B4.S1.A2	We will work to improve core instruction in literacy with K-5 as a priority so that all students will have a greater chance of achieving grade level mastery by the end of 2nd grade.	Beard, Courtney	8/31/2015	teacher observations, student data	6/3/2016 daily
G1.B5.S1.A2	We will ensure that teachers have ample time and support for teaching, assessment, reflection, and planning to meet student needs in this area.	Good, Janet	8/31/2015	Teacher surveys, student work samples and common assessment (district) writing data, teacher observations	6/3/2016 monthly
G1.MA1	All student data will be reviewed monthly to ensure progress toward the literacy goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that: instructional decision-making is based on these data; and that student outcomes are reflective of the resultant instructional improvements.	Jones, Christopher	8/24/2015	Data will be collected from students' running records, i-Ready reading data, conference notes, anecdotal notes, Imagine Learning, on-demand writing samples, and teacher observation.	5/29/2016 monthly
G1.B1.S1.MA1	Monitor the progress of student literacy through running record reports	Jones, Christopher	8/24/2015	Improved reading levels for all students	6/3/2016 one-time
G1.B1.S1.MA1	Allocate funding, monitor purchases, and participate in the book give-away events.	Jones, Christopher	8/24/2015	Receipts of purchases	6/3/2016 semiannually
G1.B2.S1.MA1	Review student performance in monthly data meetings with teachers and coaches	Hale, Dodie	10/5/2015	Improved student outcomes	6/3/2016 monthly
G1.B2.S1.MA1	Monitor, support, model, and reinforce classroom implementation of newly acquired strategies	Beard, Courtney	10/5/2015	Classroom observation data, improved student performance indicated on i-Ready and running records	6/3/2016 weekly
G1.B2.S1.MA3	Monitor, support, model, and reinforce classroom implementation of newly acquired strategies	Good, Janet	10/5/2015	Classroom observation data, improved student performance indicated on i-Ready and running records	6/3/2016 weekly
G1.B3.S1.MA1	Monitor students' program usage and follow-up with teachers	Hale, Dodie	8/31/2015	Student progress reports	6/3/2016 monthly
G1.B3.S1.MA1	Review student progress reports	Hale, Dodie	8/31/2015	Student time in tutoring/Students' outcomes	6/3/2016 monthly
G1.B4.S1.MA1	Student data will be monitored closely; instruction will be modified as needed	Jones, Christopher	8/24/2015	Students will be expected to demonstrate a trajectory of improvement that is likely to lead to their achievement of grade level mastery of standards	6/3/2016 monthly
G1.B4.S1.MA1	Classroom walk-throughs will be conducted by administration, coaches, and peers on the LLT	Jones, Christopher	8/24/2015	Teacher observation data, student outcome data, staff and student surveys	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1	Student outcomes will be monitored to ensure that the desired effects are achieved.	Jones, Christopher	8/31/2015	Student writing samples and district writing assessment (pre and post-test) data	6/3/2016 monthly
G1.B5.S1.MA1	Teachers will be monitored for fidelity of instruction in the readers and writers workshop.	Good, Janet	8/31/2015	Teacher observation data and student outcome data	6/3/2016 monthly
G1.B1.S2.MA1	Monitor student progress, modify instruction as needed.	Addorisio, Jessica	9/7/2015	Student outcomes to program based on progress monitoring data.	6/3/2016 monthly
G1.B1.S2.MA1	Review i-Ready data reports and meet with teachers/coaches to plan for modifications in intervention groups and the aligned instructional practices.	Addorisio, Jessica	8/24/2015	Student growth evidenced in literacy-based assessments in the classroom	6/3/2016 monthly
G1.B1.S3.MA1	Review student data, determine needs, make instructional decisions	Hale, Dodie	8/31/2015	Student progress/outcomes	6/3/2016 monthly
G1.B1.S3.MA1	Review student progress in data meetings	Beard, Courtney	8/31/2015	Student progress evidenced in running records.	6/3/2016 monthly
G2.MA1	All student data will be reviewed monthly to ensure progress toward the math goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that: instructional decision-making is based on these data; and that student outcomes are reflective of the resultant instructional improvements.	Jones, Christopher	8/31/2015	2016 FSA outcomes	6/3/2016 monthly
G2.B1.S1.MA1	Monitor the academic progress of all students participating in core instruction	Hale, Dodie	8/31/2015	Student performance data recorded on: i-Ready progress monitoring data; curriculum based measures; anecdotal notes	6/3/2016 monthly
G2.B1.S1.MA1	Classroom observations	Jones, Christopher	10/1/2015	Formal and informal observation feedback	5/27/2016 monthly
G2.B2.S1.MA1	Monitor student performance outcomes at monthly data meetings	Hale, Dodie	8/31/2015	Students' performance data	6/3/2016 biweekly
G2.B2.S1.MA1	Monitor student outcomes	Harrison, Denise	8/31/2015	Student performance data	6/3/2016 monthly
G2.B3.S1.MA1	Assessment data will be monitored for evidence of progress. Students will be assigned to intervention groups to re-teach the deficit areas noted.	Hale, Dodie	8/31/2015	Post- test data; district benchmark tests	6/1/2016 quarterly
G2.B3.S1.MA1	Classroom walk-throughs; supervision of lesson and unit plans	Jones, Christopher	8/31/2015	Lesson plans and iObservation data	6/3/2016 quarterly
G3.MA1	[no content entered]			monthly	
G4.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Each student will interact with texts to support his or her individual growth across content.

G1.B2 Teachers have been immersed in balanced literacy professional development for only two years

G1.B2.S1 K-5 Teachers will be provided with 10 days of training in balanced literacy with an added emphasis on writing this school year.

PD Opportunity 1

Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on writing instruction.

Facilitator

Enid Martinez and Christine Robson

Participants

K-2 Teachers

Schedule

Quarterly, from 9/7/2015 to 6/3/2016

PD Opportunity 2

Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on conferring and data driven decision-making.

Facilitator

Enid Martinez and Christine Robson

Participants

3-5 Teachers

Schedule

Quarterly, from 9/7/2015 to 5/29/2016

G1.B4 Nearly half of all students do not demonstrate grade level reading proficiency targets

G1.B4.S1 Provide students with tutoring before, during, and after school

PD Opportunity 1

We will work to improve core instruction in literacy with K-5 as a priority so that all students will have a greater chance of achieving grade level mastery by the end of 2nd grade.

Facilitator

Literacy Coaches, Administration and Teachers

Participants

All staff as part of our larger PLC work (Book study and lesson study will be hallmarks of this work)

Schedule

Daily, from 8/31/2015 to 6/3/2016

G1.B5 Writing instruction needs to be prioritized in primary grades

G1.B5.S1 Provide teachers with professional development as well as time for planning, instruction, and assessment

PD Opportunity 1

We will prioritize reader response in our balanced literacy professional development.

Facilitator

Enid Martinez and Christine Robson

Participants

K-5 Teacers

Schedule

Quarterly, from 8/31/2015 to 6/3/2016

G2. Each student will demonstrate the ability to read, interpret, synthesize, explain, defend, and apply their knowledge around grade level STEM concepts to solve complex real-world problems.

G2.B1 Teachers at JD Parker have had only one year of PD and support in authentic STEM instructional practices

G2.B1.S1 Professional Development will be sought through an outside vendor specializing in differentiated and authentic instruction.

PD Opportunity 1

Participate in a Professional Learning Community focused on Project/Problem Based Learning strategies for mathematics.

Facilitator

Denise Harrison, STEM Coach

Participants

K-5 teachers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Purchase high interest texts from inexpensive sources for student book give-aways and book baggies.**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - J. D. Parker School Of Technology	Title I Part A		$2,000.00
			Notes: Books will be purchased to add to at home libraries			
2	G1.B1.S2.A1	**Provide students access to adaptive high-interest text paired with regular progress monitoring.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$10,000.00
			Notes: Funds allocated from the district for all Title 1 schools			
3	G1.B1.S3.A1	**Work with ELLs, students living in poverty, and transient students who evidence limited language acquisition using Mondo to foster language development.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$0.00
			Notes: materials already acquired			
4	G1.B2.S1.A1	**Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on writing instruction.**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$2,000.00
			Notes: Professional Development and substitute teachers			
			District-Wide	Title I Part A		$2,000.00
			Notes: Professional Development and substitute teachers			
5	G1.B2.S1.A2	**Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on conferring and data driven decision-making.**				**$23,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0051 - J. D. Parker School Of Technology	School Improvement Funds		$2,000.00
			Notes: Professional development and substitute teachers			
			0051 - J. D. Parker School Of Technology	Title I Part A		$21,000.00
			Notes: Professional Development and substitute teachers			
6	G1.B3.S1.A1	**Assign students classified as NES or LES to 20-30 minutes of software tutoring on Imagine Learning per day.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$0.00
			Notes: district funds allocated for all Title 1 schools			
7	G1.B4.S1.A1	**We will prioritize and group students by their needs, then provide them with intensive remediation through Leveled Literacy Intervention (K-5). Students will exit tutoring groups as success is shown.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - J. D. Parker School Of Technology	Title I Part A		$0.00
			Notes: LLI Gold System is already part of the collection at JDP. It will continue to be used to meet the needs of intermediate students performing below proficiency.			
8	G1.B4.S1.A2	**We will work to improve core instruction in literacy with K-5 as a priority so that all students will have a greater chance of achieving grade level mastery by the end of 2nd grade.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$2,500.00
			Notes: Books for Books Study			
9	G1.B5.S1.A1	**We will prioritize reader response in our balanced literacy professional development.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$0.00
			Notes: Funds noted in previous literacy action steps			
10	G1.B5.S1.A2	**We will ensure that teachers have ample time and support for teaching, assessment, reflection, and planning to meet student needs in this area.**				**$0.00**
11	G2.B1.S1.A1	**Participate in a Professional Learning Community focused on Project/Problem Based Learning strategies for mathematics.**				**$10,000.00**

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	SIG 1003(g)		$5,000.00
			Notes: PBL professional development and resource attainment			
			District-Wide	Title I Part A		$5,000.00
			Notes: Materials to support authentic instruction in math to be added to the STEM resource room			
12	G2.B2.S1.A1	**Tutoring groups will be implemented during the school year based on data indicators that suggest skill deficits**				**$40,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - J. D. Parker School Of Technology	Title I Part A		$40,000.00
			Notes: The Title I interventionist will work with students during the school day, and after school.			
13	G2.B3.S1.A1	**Content specific vocabulary will be explicitly taught in conjunction with authentic STEM activities in the STEM lab. The STEM Lab Teacher will collaborate with classroom teachers to ensure that content, vocabulary, and instruction is aligned between the STEM Lab and the general education classrooms. (K-5)**				**$0.00**
					Total:	**$91,500.00**