J. D. Parker School Of Technology

2016-17 Schoolwide Improvement Plan

J. D. Parker School Of Technology

1010 SE 10TH ST, Stuart, FL 34996

martinschools.org/o/jdpes

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	D

*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 11/15/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for J. D. Parker School Of Technology

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 STEM Night "; A Science Fair Club and Awards Nights; Community Outreach by faculty members; and Family Literacy Night. Every year, each of our family events brings a minimum of 250 people back to school to added learning.

b. 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.

c. 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. Teachers are also trained in the use of Conscious Discipline strategies to teach and support students who are living with trauma in their lives.

d. 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.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/309674.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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; 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; 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jones, Christopher	Principal
Rathnaw, Nicole	Assistant Principal
Beard, Courtney	Instructional Coach
Tyo, Nicala	Instructional Coach
Harrison, Denise	Instructional Coach
Gallo, Emily	School Counselor

b. Duties

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

The Leadership 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
Jennifer Lubeno, Intervention Problem-Solving Coach
Emily Gallo, Guidance Counselor
Courtney Beard, Literacy Coach
Nicala Tyo, Literacy Coach
Denise Harrison, STEM Coach

2. 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 Leadership Team meets weekly 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 in collaboration with the Education Foundation of Martin County 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 literacy, science and math.

Title I and SAC funds will be used to enhance the literacy 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, easels, etc 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
April Day	Parent
Chandra Taylor	Business/Community
Christopher Jones	Principal
Kimberly Pierre	Parent
Marilyn Southwick	Parent
Janice Berry	Parent
Denise Harrison	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed the outcomes of JDP's state and local assessment data from 2016 and compared it to the goals set in the previous year's SIP at the first meeting of the year conducted September 12, 2016. Questions, comments and recommendations were noted in the SAC minutes.

b. Development of this school improvement plan

SAC members reviewed the draft of the 2016-2017 SIP after review of the outcomes from 2015-2016. Suggestions/edits were noted prior to the approval of the plan.

c. Preparation of the school's annual budget and plan

The SAC was presented with the budget amount allocated to JDP for 2016-17 at the September 12 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 as part of long term shifts in instructional practice among faculty members.

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

Professional Development and travel $5000.00
Purchase of Fiction and Non-Fiction Texts to support STEM and Literacy $1000.00
Purchase of Lab equipment and STEM intervention supplies $500.00
Purchase of classroom libraries for kindergarten classrooms $1000.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Jones, Christopher	Principal
Beard, Courtney	Instructional Coach
Rathnaw, Nicole	Assistant Principal
Tyo, Nicala	Instructional Coach
Burkhart, Shannon	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The team ensures that multiple data points including: reading running records, 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 high-risk subgroups toward school goals.

D. 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).

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

Reading, math, and science data from students will be reviewed by teachers, instructional coaches and administration each month. 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. Kagan team building strategies are used to foster positive collaboration between colleagues and opportunities to celebrate teacher and student successes are taken throughout the school year.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 administrators and instructional coaches 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.

b. Instructional Strategies

1. 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 2015-16, students in the lowest quartile and those "on the bubble" were targeted for intense remediation. As in years past, coaches and administrators 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 also continued to receive differentiated learning opportunities in 2015-2016. Fourth and fifth grade students who were found "eligible" for gifted class placement received full time instruction in a separate enrichment class each day. High performing and gifted-eligible students in 3rd grade were also placed in a separate classroom for enrichment to ensure that our highest performers also met their growth outcomes as well. Students will be scheduled into these classes again in 2016-2017.

Evidence of the progress made by all students has been shown in district (i-ready diagnostic assessments and reading running records).

2. 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

Research has shown i-Ready to have an 85% correlation to success among students on FSA. Students and parents find the web-based program to be 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. Students are also able to "check" tablets out from the library when needed to complete i-ready lessons at home.

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
Rathnaw, Nicole, rathnan1@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 a 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

2. Student Transition and Readiness

a. 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).

1. 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 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. JDP also attends the local VPK "fair" each year to promote our program and school readiness.

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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 academic 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.

Strategic Goals Detail

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

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

1a

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Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	56.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	65.0
CELLA Reading Proficiency	27.0
FSAA Mathematics Achievement	100.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - Hispanic	
AMO Reading - White	

Targeted Barriers to Achieving the Goal 3

- Students need continuous exposure to varied text types, text levels, and and text genres at home and at school in order to develop their skills as readers.

- Effective literacy instruction requires on-going professional development and support.

- Students who are second language learners and students who have had limited exposure to literacy need additional opportunities to develop language and vocabulary at school and in the community.

- Complex vocabulary, inferential thinking, and concept integration are required of readers in intermediate grades. Students who work to meet grade level standards by the end of second grade often find this level of cognition to be a challenge as they advance through grade levels.

- Continuous and effective writing instruction is needed to enhance literacy skills across grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 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 data analysis and instructional decision-making.

- One full-time interventionist has been assigned to 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. Students classified as NES will be prioritized to receive the instruction.

- Mondo Oral Language Development Curriculum and Visualizing/Verbalizing will support language development for Kdg and 1st grade ELLs and for students receiving Tier II and Tier III interventions for language.

- 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 has been established to support language learning needs of ELL and ED students in grades preK, Kdg-and 1st.

- 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.

- Reading and Writing Units of Study have been purchased

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

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 9/1/2016 to 6/2/2017

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

🔍 G087183

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Science and math concepts are more effectively learned through authentic inquiry based learning experiences.

- Additional support is needed to foster concept attainment among students demonstrating weaknesses in math and science (particularly those in sub-groups where an achievement gap has been present historically.)

- Science vocabulary and concepts need to be prioritized and supported through scaffolded instruction across all grade levels starting in kindergarten.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intervention will be provided to students in grades K-5 who demonstrate gaps in knowledge of math and science concepts. The STEM coach and science lab teacher will work with groups that are fluid and differentiated. 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 "problem based learning." This initiative has started to increase the quality and quantity of high interest, authentic learning experiences in mathematics.

- Materials will be added to the STEM resource room for teachers to use to improve the authenticity of lessons in classroom instruction and for 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 texts and high interest non-fiction student 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.

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 9/1/2016 to 6/2/2017

Evidence of Completion
2016 FSA outcomes

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 academic growth across content. [1]

🔑 G087182

G1.B1 Students need continuous exposure to varied text types, text levels, and and text genres at home and at school in order to develop their skills as readers. [2]

🔑 B231771

G1.B1.S1 Students will read "just-right" texts at school daily and at home each night (in book baggies.) Students will receive support from teachers as they advance to challenge texts through guided reading groups and conferring. Texts will be given to students twice per year to take home for "home libraries." [4]

🔑 S244528

Strategy Rationale

Students who consistently interact with "just-right" texts and receive support as they push into challenging texts across settings (home and school) show more consistent growth and aptitude in their reading ability.

Action Step 1 [5]

Purchase high interest texts from inexpensive sources for classrooms, the reading resource room, student book give-aways and book baggies.

Person Responsible

Courtney Beard

Schedule

Semiannually, from 9/1/2016 to 6/2/2017

Evidence of Completion

Photos of book give away events; receipts of book purchases; reading logs; checkout records from the reading resource room

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

Allocate funding, monitor purchases, monitor use of materials from the reading resource room; monitor classroom reading instruction; and participate in the book give-away events.

Person Responsible

Christopher Jones

Schedule

Semiannually, from 9/1/2016 to 6/2/2017

Evidence of Completion

Receipts of purchases, photos of events

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

Monitor the progress of student literacy through running record and i-ready reading reports

Person Responsible

Nicala Tyo

Schedule

Monthly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Improved reading levels for all students

G1.B1.S2 i-Ready Reading instruction will continue to be available to students at school and at home. i-Ready learning challenges will be used to elicit participation and improved student outcomes during extended breaks from school. 4

🔑 S244529

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 9/2/2016 to 6/2/2017

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

Shannon Burkhart

Schedule

Monthly, from 9/1/2016 to 6/2/2017

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

Shannon Burkhart

Schedule

Monthly, from 9/1/2016 to 6/2/2017

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`

🔑 S244530

Strategy Rationale

Limited language acquisition is a significant barrier to ELLs and students who have been underexposed to language and literacy.

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 9/2/2016 to 6/2/2017

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 9/1/2016 to 6/2/2017

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

Nicole Rathnaw

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Student progress/outcomes

G1.B2 Effective literacy instruction requires on-going professional development and support. [2]

🔑 B231772

G1.B2.S1 K-5 Teachers will be provided with 8 days of training in balanced literacy with continued emphasis on writing in primary grades this school year. [4]

🔑 S244531

Strategy Rationale

Balanced Literacy is research based and has proven to be a highly effective practice at JDP and at other schools in the 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 9/1/2016 to 6/3/2017

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

Nicala Tyo

Schedule

Quarterly, from 9/1/2016 to 5/29/2017

Evidence of Completion

PD sign-in sheets, classroom implementation (teacher observation), student performance data

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 9/1/2016 to 6/3/2017

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

Nicala Tyo

Schedule

Weekly, from 9/1/2016 to 6/3/2017

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

Nicole Rathnaw

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Improved student outcomes

G1.B3 Students who are second language learners and students who have had limited exposure to literacy need additional opportunities to develop language and vocabulary at school and in the community. 2

🔍 B231773

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

🔍 S244532

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

Nicole Rathnaw

Schedule

Monthly, from 9/1/2016 to 6/2/2017

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

Nicole Rathnaw

Schedule

Monthly, from 9/1/2016 to 6/2/2017

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

Nicole Rathnaw

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Student progress reports

G1.B4 Complex vocabulary, inferential thinking, and concept integration are required of readers in intermediate grades. Students who work to meet grade level standards by the end of second grade often find this level of cognition to be a challenge as they advance through grade levels. 2

🔑 B231774

G1.B4.S1 Provide students with structured intervention during the school day and tutoring before and after school. 4

🔑 S244533

Strategy Rationale

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

Action Step 1 5

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

Nicala Tyo

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

Evidence showing improvement 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 9/1/2016 to 6/2/2017

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 9/1/2016 to 6/2/2017

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 9/1/2016 to 6/2/2017

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 Continuous and effective writing instruction is needed to enhance literacy skills across grade levels.
2

🔍 B231775

G1.B5.S1 Provide teachers with the necessary materials and professional development to support effective writing instruction. Time for planning, and assessment will also be prioritized. 4

🔍 S244534

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 continue to provide training and support related to reader response in our balanced literacy professional development.

Person Responsible

Courtney Beard

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

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

Nicala Tyo

Schedule

Monthly, from 9/1/2016 to 6/2/2017

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

Courtney Beard

Schedule

Monthly, from 9/1/2016 to 6/2/2017

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

Nicala Tyo

Schedule

Monthly, from 9/1/2016 to 6/2/2017

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

🔍 G087183

G2.B1 Science and math concepts are more effectively learned through authentic inquiry based learning experiences. 2

🔍 B231776

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

🔍 S244535

Strategy Rationale

Teachers have facilitated differentiated STEM instruction through the development and implementation of several problem-based learning units during the past two years. 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 9/1/2016 to 6/2/2017

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 9/1/2016 to 6/2/2017

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

Nicole Rathnaw

Schedule

Monthly, from 8/31/2015 to 6/2/2017

Evidence of Completion

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

G2.B2 Additional support is needed to foster concept attainment among students demonstrating weaknesses in math and science (particularly those in sub-groups where an achievement gap has been present historically.) `2`

🔍 B231777

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

🔍 S244536

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

Denise Harrison

Schedule

Daily, from 9/1/2016 to 6/2/2017

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 9/1/2016 to 6/2/2017

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

Nicole Rathnaw

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Students' performance data

G2.B3 Science vocabulary and concepts need to be prioritized and supported through scaffolded instruction across all grade levels starting in kindergarten. 2

🔍 B231778

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

🔍 S244537

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 9/1/2016 to 6/2/2017

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 9/1/2016 to 6/1/2017

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

Nicole Rathnaw

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Post- test data; district benchmark tests

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A2 A316628	Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's...	Tyo, Nicala	9/1/2016	PD sign-in sheets, classroom implementation (teacher observation), student performance data	5/29/2017 quarterly
G2.B3.S1.MA1 M328797	Classroom walk-throughs; supervision of lesson and unit plans	Jones, Christopher	9/1/2016	Lesson plans and iObservation data	6/1/2017 quarterly
G1.MA1 M328791	All student data will be reviewed monthly to ensure progress toward the literacy goal....	Jones, Christopher	9/1/2016	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.	6/2/2017 monthly
G2.MA1 M328798	All student data will be reviewed monthly to ensure progress toward the math goal. Administrators,...	Jones, Christopher	9/1/2016	2016 FSA outcomes	6/2/2017 monthly
G1.B1.S1.MA1 M328776	Monitor the progress of student literacy through running record and i-ready reading reports	Tyo, Nicala	8/24/2016	Improved reading levels for all students	6/2/2017 monthly
G1.B1.S1.MA1 M328777	Allocate funding, monitor purchases, monitor use of materials from the reading resource room;...	Jones, Christopher	9/1/2016	Receipts of purchases, photos of events	6/2/2017 semiannually
G1.B1.S1.A1 A316624	Purchase high interest texts from inexpensive sources for classrooms, the reading resource room,...	Beard, Courtney	9/1/2016	Photos of book give away events; receipts of book purchases; reading logs; checkout records from the reading resource room	6/2/2017 semiannually
G1.B2.S1.MA1 M328782	Review student performance in monthly data meetings with teachers and coaches	Rathnaw, Nicole	9/1/2016	Improved student outcomes	6/2/2017 monthly
G1.B3.S1.MA1 M328785	Monitor students' program usage and follow-up with teachers	Rathnaw, Nicole	9/1/2016	Student progress reports	6/2/2017 monthly
G1.B3.S1.MA1 M328786	Review student progress reports	Rathnaw, Nicole	9/1/2016	Student time in tutoring/Students' outcomes	6/2/2017 monthly
G1.B3.S1.A1 A316629	Assign students classified as NES or LES to 20-30 minutes of software tutoring on Imagine Learning...	Rathnaw, Nicole	9/1/2016	Imagine Learning progress reports indicating student progress	6/2/2017 monthly
G1.B4.S1.MA1 M328787	Student data will be monitored closely; instruction will be modified as needed	Jones, Christopher	9/1/2016	Students will be expected to demonstrate a trajectory of improvement that is likely to lead to their achievement of grade level mastery of standards	6/2/2017 monthly
G1.B4.S1.MA1 M328788	Classroom walk-throughs will be conducted by administration, coaches, and peers on the LLT	Jones, Christopher	9/1/2016	Teacher observation data, student outcome data, staff and student surveys	6/2/2017 monthly
G1.B4.S1.A1 A316630	Prioritize and group students by their needs, then provide them with intensive remediation through...	Tyo, Nicala	9/1/2016	Evidence showing improvement from reading running records and i-Ready progress monitoring data	6/2/2017 daily
G1.B4.S1.A2 A316631	We will work to improve core instruction in literacy with K-5 as a priority so that all students...	Beard, Courtney	9/1/2016	teacher observations, student data	6/2/2017 daily
G1.B5.S1.MA1 M328789	Student outcomes will be monitored to ensure that the desired effects are achieved.	Tyo, Nicala	9/1/2016	Student writing samples and district writing assessment (pre and post-test) data	6/2/2017 monthly
G1.B5.S1.MA1 M328790	Teachers will be monitored for fidelity of instruction in the readers and writers workshop.	Beard, Courtney	9/1/2016	Teacher observation data and student outcome data	6/2/2017 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.A1 A316632	We will continue to provide training and support related to reader response in our balanced...	Beard, Courtney	9/1/2016	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.	6/2/2017 quarterly
G1.B5.S1.A2 A316633	We will ensure that teachers have ample time and support for teaching, assessment, reflection, and...	Tyo, Nicala	9/1/2016	Teacher surveys, student work samples and common assessment (district) writing data, teacher observations	6/2/2017 monthly
G2.B1.S1.MA1 M328792	Monitor the academic progress of all students participating in core instruction	Rathnaw, Nicole	8/31/2015	Student performance data recorded on: i-Ready progress monitoring data; curriculum based measures; anecdotal notes	6/2/2017 monthly
G2.B1.S1.MA1 M328793	Classroom observations	Jones, Christopher	9/1/2016	Formal and informal observation feedback	6/2/2017 monthly
G2.B1.S1.A1 A316634	Participate in a Professional Learning Community focused on Project/Problem Based Learning...	Harrison, Denise	9/1/2016	Implementation of strategies in classrooms as noted in teacher observations.	6/2/2017 quarterly
G2.B2.S1.MA1 M328794	Monitor student performance outcomes at monthly data meetings	Rathnaw, Nicole	9/1/2016	Students' performance data	6/2/2017 biweekly
G2.B2.S1.MA1 M328795	Monitor student outcomes	Harrison, Denise	9/1/2016	Student performance data	6/2/2017 monthly
G2.B2.S1.A1 A316635	Tutoring groups will be implemented during the school year based on data indicators that suggest...	Harrison, Denise	9/1/2016	Shifts in students' performance after tutoring sessions	6/2/2017 daily
G2.B3.S1.MA1 M328796	Assessment data will be monitored for evidence of progress. Students will be assigned to...	Rathnaw, Nicole	9/1/2016	Post- test data; district benchmark tests	6/2/2017 quarterly
G2.B3.S1.A1 A316636	Content specific vocabulary will be explicitly taught in conjunction with authentic STEM activities...	Harrison, Denise	9/1/2016	MCSD common assessments; FCAT 2.0 scores; teacher observation	6/2/2017 weekly
G1.B1.S2.MA1 M328778	Monitor student progress, modify instruction as needed.	Burkhart, Shannon	9/1/2016	Student outcomes to program based on progress monitoring data.	6/2/2017 monthly
G1.B1.S2.MA1 M328779	Review i-Ready data reports and meet with teachers/coaches to plan for modifications in...	Burkhart, Shannon	9/1/2016	Student growth evidenced in literacy-based assessments in the classroom	6/2/2017 monthly
G1.B1.S2.A1 A316625	Provide students access to adaptive high-interest text paired with regular progress monitoring.	Beard, Courtney	9/2/2016	i-Ready reports of student progress	6/2/2017 daily
G1.B1.S3.MA1 M328780	Review student data, determine needs, make instructional decisions	Rathnaw, Nicole	9/1/2016	Student progress/outcomes	6/2/2017 monthly
G1.B1.S3.MA1 M328781	Review student progress in data meetings	Beard, Courtney	9/1/2016	Student progress evidenced in running records.	6/2/2017 monthly
G1.B1.S3.A1 A316626	Work with ELLs, students living in poverty, and transient students who evidence limited language...	Beard, Courtney	9/2/2016	Students will develop reading readiness and demonstrate an ability to read and hold comprehension conversations around grade level text with limited support.	6/2/2017 monthly
G1.B2.S1.MA1 M328783	Monitor, support, model, and reinforce classroom implementation of newly acquired strategies	Beard, Courtney	9/1/2016	Classroom observation data, improved student performance indicated on i-Ready and running records	6/3/2017 weekly
G1.B2.S1.MA3 M328784	Monitor, support, model, and reinforce classroom implementation of newly acquired strategies	Tyo, Nicala	9/1/2016	Classroom observation data, improved student performance indicated on i-Ready and running records	6/3/2017 weekly
G1.B2.S1.A1 A316627	Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's...	Beard, Courtney	9/1/2016	PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)	6/3/2017 quarterly

V. 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 academic growth across content.

G1.B2 Effective literacy instruction requires on-going professional development and support.

G1.B2.S1 K-5 Teachers will be provided with 8 days of training in balanced literacy with continued emphasis on writing in primary grades 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-5 Teachers

Schedule

Quarterly, from 9/1/2016 to 6/3/2017

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 9/1/2016 to 5/29/2017

G1.B4 Complex vocabulary, inferential thinking, and concept integration are required of readers in intermediate grades. Students who work to meet grade level standards by the end of second grade often find this level of cognition to be a challenge as they advance through grade levels.

G1.B4.S1 Provide students with structured intervention during the school day and tutoring before 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 9/1/2016 to 6/2/2017

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 Science and math concepts are more effectively learned through authentic inquiry based learning experiences.

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 9/1/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Purchase high interest texts from inexpensive sources for classrooms, the reading resource room, student book give-aways and book baggies.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240	132300-EDUCATION/ OUTREACH	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	2016-17
	3270	510-Supplies	0051 - J. D. Parker School Of Technology	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	2016-17
	1150		0051 - J. D. Parker School Of Technology	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.				$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240	140-Substitute Teachers	0051 - J. D. Parker School Of Technology	School Improvement Funds		$2,000.00
			Notes: Substitute teachers			
	3240	310-Professional and Technical Services	0051 - J. D. Parker School Of Technology	Title I, Part A		$9,000.00
			Notes: Professional Development			
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.				$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	3240	310-Professional and Technical Services	0051 - J. D. Parker School Of Technology	Title I, Part A		$9,000.00
			Notes: Professional Development			
	3240	140-Substitute Teachers	0051 - J. D. Parker School Of Technology	Title I, Part A		$2,000.00
			Notes: 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	2016-17
			0051 - J. D. Parker School Of Technology	Title I, Part A		$0.00
			Notes: district funds allocated for all Title 1 schools			
7	G1.B4.S1.A1	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	2016-17
			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	2016-17
	3240	510-Supplies	0051 - J. D. Parker School Of Technology	Title I, Part A		$2,500.00
			Notes: Books for Books Study			
9	G1.B5.S1.A1	We will continue to provide training and support related to reader response in our balanced literacy professional development.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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.				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0051 - J. D. Parker School Of Technology			$0.00

			Notes: PBL professional development through on-site coaching			
			0051 - J. D. Parker School Of Technology	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	2016-17
	3240	130-Other Certified Instructional Personnel	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:	**$81,500.00**