Martin County School District

J. D. Parker School Of Technology

2017-18 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)	**2016-17 Title I School**	**2016-17 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	68%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 is pending approval by the Martin County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for J. D. Parker School Of Technology

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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. Several of the after school clubs that host some of our most needy students also implement Conscious Discipline so that our students are exposed to 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, Conscious Discipline and the Character Counts education program help the staff at JDP maintain expectations for safety and 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.

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 full-time and one part-time Master's Degree level guidance counselor and 2 part-time certified therapists on campus. We also partner with other social service providers and a social

worker from the City of Stuart 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Early warning indicators are tracked through the FOCUS data collection and analysis 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	15	22	16	21	18	16	0	0	0	0	0	0	0	108
One or more suspensions	1	2	1	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	3	15	4	8	0	0	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	8	24	9	0	0	0	0	0	0	0	41

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	2	7	7	0	0	0	0	0	0	0	16

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

Each student's academic, behavior, and attendance data is tracked. Individual plans are developed to address concerns that arise in one or more of these areas. We attempt to resolve all issues within core instruction but move to Tier II and III interventions when a positive response is not observed. Some strategies include:
1. Communicate attendance goals to all stakeholders, support individuals who fall below 90% attendance, set goals and incentives for students whose attendance is chronically below 90%
2. Conduct formal data-digs after each diagnostic and monitor formative data weekly through the PLC cycle and MTSS. Create interventions within and beyond core instruction to address weaknesses demonstrated by students.
3. Provide a Functional Behavioral Assessment and a Behavior Intervention Plan to address maladaptive behaviors that impede the likelihood of academic success for students with persistent behavior issues that result in repeat suspensions.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/474882.

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; Church of God by Faith; Boys and Girls Club; The City of Stuart Youth Initiative; The YMCA of Stuart; The Martin County Airport; Treasure Coast Food Bank, Home Depot, and others who sponsor classrooms, specific events, and individual students.

Regular communication and advertising for business helps us maintain the relationships we have in place and build new ones.

C. Effective Leadership

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
Lubeno, Jennifer	Instructional Coach

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

Nicole Rathnaw, 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 needs
- Identifies student strengths, interests, and talents
- Reviews data
- Set outcome goals and methods for measuring progress
- Designs specific intervention plans
- Reviews and monitors intervention plans
- Communicates progress with stakeholders

Teachers are provided funds from the discretionary budget to purchase supplies for their classrooms.

School staff members 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/high-effect manipulative materials that support authentic engagement.

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
Paul Gebus-Mockabee	Parent
Gloria McHardy	Business/Community
Christopher Jones	Principal
Mildred Gipson	Business/Community
Marilyn Southwick	Parent
Tami Larkan	Parent
Denise Harrison	Teacher
Holly Lewis	Parent
Patricia Gilliam	Parent
Emily Gallo	Parent
Rachel Planker	Parent
Belinda Daniels	Parent
Gladys Flores	Parent
Fabiola Polo	Parent
Vikki Tobiasz	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the outcomes of JDP's state and local assessment data from 2017 and compared it to the goals set in the previous year's SIP at the first meeting of the year conducted August 30, 2017. 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 2017-18 at the August 30th 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 2016-17 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 $2000.00
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 manipulative materials for the oral language lab $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

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 (PLC) 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 and daily lesson planning.

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 as well as formal and informal teacher observations will be used to monitor instructional alignment to Florida Standards and effective implementation. 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 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 week 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 2016-17, 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 2016-2017. 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 and receive instruction through a team teaching model that allows students to travel across classrooms for intensive content instruction and enriuchment in 2017-2018.

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 87% correlation to the 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 and participation is measured informally each month, and formally three times per year.

Strategy: After School Program

Minutes added to school year: 4,000

Professional Development and Collaborative planning for teachers

Strategy Rationale

Teachers need time outside the school day for professional learning and to effectively analyze data, collaboratively plan, and evaluate effective instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Students' formative performance data will be collected across content areas throughout the school year to determine the effectiveness of instruction. Student data will be analyzed within and beyond the school year through a review of cohort progress and instructional effectiveness by teacher across years at similar data points.

Strategy: Summer Program

Minutes added to school year: 3,000

Summer Library Hours and Enrichment Lessons

Strategy Rationale

Opening the library and staffing it with certified teachers and bi-lingual para-professional allows students to maintain access to instruction, a wide array of texts, and web-based instructional programs during the summer. The staff members present assist students with accessing i-Ready, selecting texts, and they provide daily instruction. Staff members track student attendance and schedule visits with local summer program providers to ensure that our neediest students are able to attend and receive the maximum benefit in order to reduce academic slide.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Harrison, Denise, harrisd@martin.k12.fl.us

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

Student attendance in the summer program is cross referenced with data from our first diagnostic assessment to determine the degree of summer slide observed for attendees as compared to peers who did not attend.

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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

***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.

J.D. Parker shares the data of "graduating" Fifth Graders with our "feeder" middle schools. Reading,
Math, Science 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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

🔍 G098454

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
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - Hispanic	
AMO Reading - White	
FSAA Mathematics Achievement	

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 intermediate 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.

- 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 and will be maintained to ensure teachers have complete sets of materials.

- "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 9/1/2017 to 6/4/2018

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

🔍 G098455

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	61.0
Math Gains	66.0
Math Lowest 25% Gains	53.0
FCAT 2.0 Science Proficiency	53.0
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. 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 9/1/2017 to 6/4/2018

Evidence of Completion
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]

🔑 G098454

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]

🔑 B264855

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]

🔑 S280721

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 9/1/2017 to 6/4/2018

Evidence of Completion

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

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.

Person Responsible

Christopher Jones

Schedule

Semiannually, from 9/1/2017 to 6/4/2018

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 8/24/2017 to 6/2/2018

Evidence of Completion

Improved reading levels for all students through increased success in more complex texts and iReady growth.

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

🔑 S280722

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 9/2/2017 to 6/2/2018

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

Courtney Beard

Schedule

Monthly, from 9/1/2017 to 6/2/2018

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

Nicala Tyo

Schedule

Monthly, from 9/1/2017 to 6/2/2018

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 as a supplement to foster language development. They will also implement language acquisition centers and the oral language lab to foster language acquisition among students in grades K and 1. `4`

🔑 S280723

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

Evidence of Completion

Student progress/outcomes

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

🔑 B264856

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

🔑 S280724

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 small groups and strategy lessons.

Person Responsible

Courtney Beard

Schedule

Quarterly, from 9/1/2017 to 6/4/2018

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 9/1/2017 to 5/29/2018

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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

🔍 B264857

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

🔍 S280725

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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 intermediate grade levels. 2

🔑 B264858

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

🔑 S280726

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 strategy lessons (K-5). Students will exit tutoring groups as success is shown.

Person Responsible

Nicala Tyo

Schedule

Daily, from 9/1/2017 to 6/2/2018

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 5th grade.

Person Responsible

Courtney Beard

Schedule

Daily, from 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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`

🔑 B264859

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`

🔑 S280727

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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

🔍 G098455

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

🔍 B264860

G2.B1.S1 Professional Development will be provided by an outside vendors and supported by the STEM coach to improve the use of differentiated and authentic instruction. 4

🔍 S280728

Strategy Rationale

Teachers have facilitated differentiated STEM instruction through the development and implementation of several problem-based learning units during the past three 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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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`

🔍 B264861

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

🔍 S280732

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

Evidence of Completion

Student 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

🔍 B264862

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

🔍 S280733

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 and in general education classrooms. 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 9/1/2017 to 6/4/2018

Evidence of Completion

MCSD common assessments; Florida SSA 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 9/1/2017 to 6/4/2018

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 9/1/2017 to 6/4/2018

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
2018					
G1.B2.S1.A2 🔑 A378448	Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's...	Tyo, Nicala	9/1/2017	PD sign-in sheets, classroom implementation (teacher observation), student performance data	5/29/2018 quarterly
G1.B1.S1.MA1 🔑 M410093	Monitor the progress of student literacy through running record and i-ready reading reports	Tyo, Nicala	8/24/2017	Improved reading levels for all students through increased success in more complex texts and iReady growth.	6/2/2018 monthly
G1.B4.S1.A1 🔑 A378450	Prioritize and group students by their needs, then provide them with intensive remediation through...	Tyo, Nicala	9/1/2017	Evidence showing improvement from reading running records and i-Ready progress monitoring data	6/2/2018 daily
G1.B1.S2.MA1 🔑 M410095	Monitor student progress, modify instruction as needed.	Tyo, Nicala	9/1/2017	Student outcomes to program based on progress monitoring data.	6/2/2018 monthly
G1.B1.S2.MA1 🔑 M410096	Review i-Ready data reports and meet with teachers/coaches to plan for modifications in...	Beard, Courtney	9/1/2017	Student growth evidenced in literacy-based assessments in the classroom	6/2/2018 monthly
G1.B1.S2.A1 🔑 A378445	Provide students access to adaptive high-interest text paired with regular progress monitoring.	Beard, Courtney	9/2/2017	i-Ready reports of student progress	6/2/2018 daily
G1.MA1 🔑 M410108	All student data will be reviewed monthly to ensure progress toward the literacy goal....	Jones, Christopher	9/1/2017	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.	6/4/2018 monthly
G2.MA1 🔑 M410115	All student data will be reviewed monthly to ensure progress toward the math goal. Administrators,...	Jones, Christopher	9/1/2017	FSA outcomes	6/4/2018 monthly
G1.B1.S1.MA1 🔑 M410094	Allocate funding, monitor purchases, monitor use of materials from the reading resource room;...	Jones, Christopher	9/1/2017	Receipts of purchases, photos of events	6/4/2018 semiannually
G1.B1.S1.A1 🔑 A378444	Purchase high interest texts from inexpensive sources for classrooms, the reading resource room,...	Beard, Courtney	9/1/2017	Photos of book give away events; receipts of book purchases; reading logs; checkout records from the reading resource room, running record data	6/4/2018 semiannually
G1.B2.S1.MA1 🔑 M410099	Review student performance in monthly data meetings with teachers and coaches	Rathnaw, Nicole	9/1/2017	Improved student outcomes	6/4/2018 monthly
G1.B2.S1.MA1 🔑 M410100	Monitor, support, model, and reinforce classroom implementation of newly acquired strategies	Beard, Courtney	9/1/2017	Classroom observation data, improved student performance indicated on i-Ready and running records	6/4/2018 weekly
G1.B2.S1.MA3 🔑 M410101	Monitor, support, model, and reinforce classroom implementation of newly acquired strategies	Tyo, Nicala	9/1/2017	Classroom observation data, improved student performance indicated on i-Ready and running records	6/4/2018 weekly
G1.B2.S1.A1 🔑 A378447	Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's...	Beard, Courtney	9/1/2017	PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)	6/4/2018 quarterly
G1.B3.S1.MA1 🔑 M410102	Monitor students' program usage and follow-up with teachers	Rathnaw, Nicole	9/1/2017	Student progress reports	6/4/2018 monthly
G1.B3.S1.MA1 🔑 M410103	Review student progress reports	Rathnaw, Nicole	9/1/2017	Student time in tutoring/Students' outcomes	6/4/2018 monthly
G1.B3.S1.A1 🔑 A378449	Assign students classified as NES or LES to 20-30 minutes of software tutoring on Imagine Learning...	Rathnaw, Nicole	9/1/2017	Imagine Learning progress reports indicating student progress	6/4/2018 monthly
G1.B4.S1.MA1 🔑 M410104	Student data will be monitored closely; instruction will be modified as needed	Jones, Christopher	9/1/2017	Students will be expected to demonstrate a trajectory of improvement that is likely to lead to	6/4/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				their achievement of grade level mastery of standards	
G1.B4.S1.MA1 M410105	Classroom walk-throughs will be conducted by administration, coaches, and peers on the LLT	Jones, Christopher	9/1/2017	Teacher observation data, student outcome data, staff and student surveys	6/4/2018 monthly
G1.B4.S1.A2 A378451	We will work to improve core instruction in literacy with K-5 as a priority so that all students...	Beard, Courtney	9/1/2017	teacher observations, student data	6/4/2018 daily
G1.B5.S1.MA1 M410106	Student outcomes will be monitored to ensure that the desired effects are achieved.	Tyo, Nicala	9/1/2017	Student writing samples and district writing assessment (pre and post-test) data	6/4/2018 monthly
G1.B5.S1.MA1 M410107	Teachers will be monitored for fidelity of instruction in the readers and writers workshop.	Beard, Courtney	9/1/2017	Teacher observation data and student outcome data	6/4/2018 monthly
G1.B5.S1.A1 A378452	We will continue to provide training and support related to reader response in our balanced...	Beard, Courtney	9/1/2017	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.	6/4/2018 quarterly
G1.B5.S1.A2 A378453	We will ensure that teachers have ample time and support for teaching, assessment, reflection, and...	Tyo, Nicala	9/1/2017	Teacher surveys, student work samples and common assessment (district) writing data, teacher observations	6/4/2018 monthly
G2.B1.S1.MA1 M410109	Monitor the academic progress of all students participating in core instruction	Rathnaw, Nicole	9/1/2017	Student performance data recorded on: i-Ready progress monitoring data; curriculum based measures; anecdotal notes	6/4/2018 monthly
G2.B1.S1.MA1 M410110	Classroom observations	Jones, Christopher	9/1/2017	Formal and informal observation feedback	6/4/2018 monthly
G2.B1.S1.A1 A378454	Participate in a Professional Learning Community focused on Project/Problem Based Learning...	Harrison, Denise	9/1/2017	Implementation of strategies in classrooms as noted in teacher observations.	6/4/2018 quarterly
G2.B2.S1.MA1 M410111	Monitor student performance outcomes at monthly data meetings	Rathnaw, Nicole	9/1/2017	Student performance data	6/4/2018 biweekly
G2.B2.S1.MA1 M410112	Monitor student outcomes	Harrison, Denise	9/1/2017	Student performance data	6/4/2018 monthly
G2.B2.S1.A1 A378455	Tutoring groups will be implemented during the school year based on data indicators that suggest...	Harrison, Denise	9/1/2017	Shifts in students' performance after tutoring sessions	6/4/2018 daily
G2.B3.S1.MA1 M410113	Assessment data will be monitored for evidence of progress. Students will be assigned to...	Rathnaw, Nicole	9/1/2017	Post- test data; district benchmark tests	6/4/2018 quarterly
G2.B3.S1.MA1 M410114	Classroom walk-throughs; supervision of lesson and unit plans	Jones, Christopher	9/1/2017	Lesson plans and iObservation data	6/4/2018 quarterly
G2.B3.S1.A1 A378456	Content specific vocabulary will be explicitly taught in conjunction with authentic STEM activities...	Harrison, Denise	9/1/2017	MCSD common assessments; Florida SSA scores; teacher observation	6/4/2018 weekly
G1.B1.S3.MA1 M410097	Review student data, determine needs, make instructional decisions	Rathnaw, Nicole	9/1/2017	Student progress/outcomes	6/4/2018 monthly
G1.B1.S3.MA1 M410098	Review student progress in data meetings	Beard, Courtney	9/1/2017	Student progress evidenced in running records.	6/4/2018 monthly
G1.B1.S3.A1 A378446	Work with ELLs, students living in poverty, and transient students who evidence limited language...	Beard, Courtney	9/1/2017	Students will develop reading readiness and demonstrate an ability to read and hold comprehension conversations around grade level text with limited support.	6/4/2018 monthly

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 small groups and strategy lessons.

Facilitator

Enid Martinez and Christine Robson

Participants

K-5 Teachers

Schedule

Quarterly, from 9/1/2017 to 6/4/2018

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 9/1/2017 to 5/29/2018

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 intermediate 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 5th 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 9/1/2017 to 6/4/2018

G1.B5 Continuous and effective writing instruction is needed to enhance literacy skills across grade levels.

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.

PD Opportunity 1

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

Facilitator

Enid Martinez and Christine Robson

Participants

K-5 Teacers

Schedule

Quarterly, from 9/1/2017 to 6/4/2018

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 provided by an outside vendors and supported by the STEM coach to improve the use of 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 9/1/2017 to 6/4/2018

VI. Technical Assistance Items

Technical Assistance 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.B5 Continuous and effective writing instruction is needed to enhance literacy skills across grade levels.

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.

TA Opportunity 1

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

Facilitator

Beard/Tyo

Participants

PreK-5 Teachers

Schedule

Monthly, from 9/1/2017 to 6/4/2018

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	2017-18
	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	2017-18
	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	2017-18

	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 small groups and strategy lessons.**				**$11,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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	2017-18
	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	2017-18
			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 strategy lessons (K-5). Students will exit tutoring groups as success is shown.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			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 5th grade.**				**$2,500.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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	2017-18
			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	2017-18
			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	2017-18
	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 and in general education classrooms. 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**