

Martin County School District

# J. D. Parker School Of Technology



2020-21 Schoolwide Improvement Plan

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# J. D. Parker School Of Technology

1010 SE 10TH ST, Stuart, FL 34996

martinschools.org/o/jdpes

## Demographics

Principal: Melissa Riviotta

Start Date for this Principal: 8/11/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (53%) 2016-17: C (51%) 2015-16: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Martin County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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# J. D. Parker School Of Technology

1010 SE 10TH ST, Stuart, FL 34996

[martinschools.org/o/jdpes](http://martinschools.org/o/jdpes)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>74%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	C	C	C	C

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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>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To educate all learners for success.

**Provide the school's vision statement.**

Cultivate learning experiences for all to inspire all to strengthen a diverse, resilient, and supportive community.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Rathnaw, Nicole	Principal	<p>My role as Principal is to support the mission and vision outlined in the School Improvement Plan. I will model and design the structures to monitor instructional practices and student outcomes; providing guidance, direction, and feedback to all stakeholders. Adult learning and student learning are the business. Professional learning is not only prioritized but monitored and followed through with consistency and clarity. Student data will be the focus of all problem-solving and action planning conversations. Also, the role of the Principal is to support a hospitable school climate that is safe, cooperative, and collaborative to all students, staff, and families. The role also calls for identifying and cultivating instructional leadership opportunities among staff members. Multiplying leadership roles within instructional staff will enable teachers to learn and teach at their best.</p>
White, Shameeka	Assistant Principal	<p>My role as the assistant principal is to support the mission and vision of the school. I follow the direction of the principal to ensure the leadership team and school are collaborating and following through with the established plan. I provide instructional support, assist with data-based decisions, maintain effective communication, and develop strong partnerships with all stakeholders. Also, supervise the school-wide implementation of PBIS.</p>
Addoriso, Jessica	Instructional Coach	<p>My role as Literacy Coach is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.</p>
McNair, LaShawnda	Instructional Coach	<p>My role as a K-2nd grade Math Coach is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning. I work collaboratively with the teachers and model lessons in the classroom, helping teacher groups plan instruction, develop strategies for enrichment and intervention, support math teachers in the design of lessons, analyze data in order to modify curriculum and forms of assessment to meet student needs and support sharing of best practices.</p>
Roberts, Danelle	Instructional Coach	<p>My role as a 3-5 grade Math Coach is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning. I work collaboratively with the teachers and model lessons in the classroom, helping teacher groups plan instruction, develop strategies for enrichment and intervention, support math teachers in the design of lessons, analyze data in order to modify curriculum and forms of assessment to meet student needs and support sharing of best practices.</p>



Name	Title	Job Duties and Responsibilities
Stout, Suzanne	Instructional Coach	My role as Science Instructional Coach is to support the mission and vision outlined in the School Improvement Plan. I work with our grade-level science teachers to encourage best practices in Science instruction. I support teachers in analyzing their data in order to modify instruction and forms of assessment to meet students' needs. As Science Instructional Coach, I plan and provide instruction collaboratively with our teachers. I observe classroom instruction and provide feedback to enhance and support the development of our science teacher's content instruction and implementation of best practices.
Hawkins , Jamie	Instructional Coach	My role as Literacy Coach is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.

### Demographic Information

**Principal start date**

Tuesday 8/11/2020, Melissa Riviotta

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

29

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%

<p><b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students</p>
<p><b>School Grades History</b></p>	<p>2018-19: C (51%) 2017-18: C (53%) 2016-17: C (51%) 2015-16: C (51%)</p>
<p><b>2019-20 School Improvement (SI) Information*</b></p>	
<p><b>SI Region</b></p>	<p>Southeast</p>
<p><b>Regional Executive Director</b></p>	<p><a href="#">LaShawn Russ-Porterfield</a></p>
<p><b>Turnaround Option/Cycle</b></p>	<p>N/A</p>
<p><b>Year</b></p>	
<p><b>Support Tier</b></p>	
<p><b>ESSA Status</b></p>	<p>TS&amp;I</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a>.</p>	

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	89	90	95	117	107	0	0	0	0	0	0	0	591
Attendance below 90 percent	20	14	24	13	19	17	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	21	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	20	0	0	0	0	0	0	0	29

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	5	14	11	20	21	0	0	0	0	0	0	0	80

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	10	5	13	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Sunday 10/4/2020

**Prior Year - As Reported**

**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	
Number of students enrolled	93	88	92	122	113	91	0	0	0	0	0	0	0	599
Attendance below 90 percent	18	20	27	28	22	23	0	0	0	0	0	0	0	138
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	4	7	6	12	2	0	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	2	2	1	12	9	14	0	0	0	0	0	0	0	40

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	1	12	9	14	0	0	0	0	0	0	0	40

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	10	5	13	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

**Prior Year - Updated**

**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	
Number of students enrolled	93	88	92	122	113	91	0	0	0	0	0	0	0	599
Attendance below 90 percent	18	20	27	28	22	23	0	0	0	0	0	0	0	138
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	4	7	6	12	2	0	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	2	2	1	12	9	14	0	0	0	0	0	0	0	40

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	1	12	9	14	0	0	0	0	0	0	0	40

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	10	5	13	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	58%	57%	50%	59%	55%
ELA Learning Gains	46%	59%	58%	56%	61%	57%
ELA Lowest 25th Percentile	45%	56%	53%	48%	54%	52%
Math Achievement	54%	65%	63%	56%	67%	61%
Math Learning Gains	62%	65%	62%	55%	67%	61%
Math Lowest 25th Percentile	59%	53%	51%	44%	55%	51%
Science Achievement	49%	58%	53%	48%	55%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	54%	-12%	58%	-16%
	2018	63%	57%	6%	57%	6%
Same Grade Comparison		-21%				
Cohort Comparison						
04	2019	35%	57%	-22%	58%	-23%
	2018	44%	55%	-11%	56%	-12%
Same Grade Comparison		-9%				
Cohort Comparison		-28%				
05	2019	46%	55%	-9%	56%	-10%
	2018	51%	58%	-7%	55%	-4%
Same Grade Comparison		-5%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	58%	-7%	62%	-11%
	2018	70%	63%	7%	62%	8%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2019	51%	67%	-16%	64%	-13%
	2018	50%	64%	-14%	62%	-12%
Same Grade Comparison		1%				
Cohort Comparison		-19%				
05	2019	56%	64%	-8%	60%	-4%
	2018	61%	64%	-3%	61%	0%
Same Grade Comparison		-5%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%	53%	-5%	53%	-5%
	2018	47%	54%	-7%	55%	-8%
Same Grade Comparison		1%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	33	29	48	52	45	43				
ELL	29	38	33	56	65	67	41				
BLK	23	40	47	38	64	61	33				
HSP	37	34	31	56	62	61	41				
MUL	60			60							
WHT	63	59		64	60		65				
FRL	35	47	50	48	58	58	45				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	42	35	31	44	33	33				
ELL	46	59	55	56	49	47					
BLK	27	34	33	32	42	41	17				
HSP	52	60	54	60	57	43	38				
MUL	50			60							
WHT	69	62	40	75	79	64	67				
FRL	53	55	45	60	63	47	48				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	46	44	38	45	44	32				
ELL	36	48	43	39	42	45	25				
BLK	27	44	41	31	32	44	16				
HSP	42	54	41	47	52	50	38				
MUL	58			67							
WHT	67	66		74	66		72				
FRL	41	52	47	48	50	43	35				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Achievement in ELA showed the overall lowest score. The 2019 reporting score represented declines in 3rd, 4th, and 5th grades. Lower scores were also reflected when performance at each grade level was compared to the state, like school, and district averages.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Both proficiency and learning gains showed the most significant decline from 2018 to 2019 (same as we moved through the shutdown due to COVID for the mandatory retainees and 5th-grade cohort). The factors reported above were factors that contributed to ELA being the lowest component and to the associated decline in the same area. JDP's high mobility rate is an added factor that contributes to our score variance from year to year.

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

The largest discrepancy existed between JDP and the state average in ELA proficiency (-14%) and ELA Learning Gains (-12) as noted above. ELA L25 and Math achievement were 8 and 9 percentage points lower than the state respectively as well.

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

Math L25 showed the most improvement in 2019. JDP improved 12 percentage points and exceeded the state average. Students in this area were provided intensive standards-based interventions that were determined by their individual performance in



math. Pre and post-tests were administered to determine their progress between formal diagnostics.

Students in our African American subgroup improved in ELA. They were dismissed from our ESSA TS&I list for 2019. Students with Disabilities also improved in ELA. This group was one percentage point away from being dismissed from the TS&I list as well. Data monitoring of progress toward standards-mastery was used to track progress for students in these subgroups and determine instructional next steps throughout the year. Specific language development (vocabulary, phonics, phonemic awareness) and rea

### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Attendance is the largest area of concern noted in EWS. There is a high correlation between student-specific absenteeism and low/failing test scores. Overall our schoolwide attendance is typically over 90%, however, there is a connection between the students who have chronic absences, high mobility rates, and poor academic performance

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

1. Multiply the collective efforts of the staff on campus as collaborative efforts are focused to improve outcomes for all students.
2. With a focus on systemic improvement, efforts will be prioritized to improve a solid literacy foundation starting with a large focus on Kindergarten, 1st, and 2nd-grade reading proficiency rates. Learning gains across grades and subgroups are expected to occur in conjunction with increased proficiency.
3. Improve math and science proficiency rates and learning gain scores through increased attention to gaps demonstrated by students relative to grade-level standards.
4. Improve attendance rates for students that demonstrate chronic absenteeism and for all students school-wide.
5. Increase the number of students with disabilities who achieve grade-level proficiency.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2020). SEL has become an area of critical need at JD Parker because since this was made a state requirement last year the school never received training using an SEL program.

**Measurable Outcome:** By the end of the 2020-2021 school year, 80% of all teachers will be using all the components of the daily meetup daily in their classrooms.

**Person responsible for monitoring outcome:** Shameeka White (whites@martin.k12.fl.us)

**Evidence-based Strategy:** The Collaborative for Academic, Social, and Emotional Learning states that when an SEL program or core competencies are incorporated into the learning environment students showed improved classroom behavior, an increased ability to manage stress and depression. Students also have a more positive attitude towards school, others, and themselves.

**Rationale for Evidence-based Strategy:** The school will be implementing the Sanford Harmony SEL program in all grades k-5. This program is district-approved and evidenced-based that when done on a consistent basis in the classroom schools have seen an increase in student engagement, improved school climate, and less disruptive behaviors.

**Action Steps to Implement**

Teachers will receive Sanford Harmony training on kit and virtual kit.

**Person Responsible** Shameeka White (whites@martin.k12.fl.us)

Each class will be required to add time to the schedule for community building circles and teaching expectations.

**Person Responsible** Shameeka White (whites@martin.k12.fl.us)

Teachers will request demo lessons, training, and support as needed throughout the year.

**Person Responsible** Shameeka White (whites@martin.k12.fl.us)

**#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Positive Behavior Interventions and Supports is an evidence-based multi-tiered behavioral framework for improving school systems and practices impacting student outcomes. Often times teachers struggle with minor classroom management and how to address disruptive behaviors in the classroom. Core PBIS framework requires that schools and teachers create systems to take the stress out of classroom management. This was identified as an area of critical need based on the implementation walkthrough that was completed last year by the district PBIS coordinator and the benchmarks of quality completed by the school-based team.

**Measurable Outcome:** JD Parker School of Science, Math, and Technology will go from a Bronze Model School award to a Silver Model School award according to the FLPBIS criteria.

**Person responsible for monitoring outcome:** Shameeka White (whites@martin.k12.fl.us)

**Evidence-based Strategy:** This school year the PBIS team has problem solved around the areas of weakness from last school year and created an action plan. The team has decided to focus on three areas of staff commitment to the program, explicitly teaching the school-wide expectations and overall implementation in the classroom.

**Rationale for Evidence-based Strategy:** Schools that have a strong PBIS core system in place will see a reduction in classroom disruptions, improved school climate, and academic achievement. Once expectations are in place and explicitly taught, teachers spend more time on instruction than correcting behavior. The team will use the FLPBIS website and district coach to assist us in strengthening our schools core PBIS implementation.

**Action Steps to Implement**

The PBIS team will meet on a more consistent basis and branch out into grade level CLT meetings.

**Person Responsible** Shameeka White (whites@martin.k12.fl.us)

All teachers will be required to have basic PBIS structures like expectation posters, explicitly teaching students expectations, predetermined rewards, and consequences.

**Person Responsible** Shameeka White (whites@martin.k12.fl.us)

The school-based PBIS team will incentivize teachers and students in order to see desired behaviors.

**Person Responsible** Shameeka White (whites@martin.k12.fl.us)

**#3. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Student Attendance will be another area of schoolwide improvement priority. Students are more likely to succeed in academics when they attend school on a regular basis. This school year the students are receiving instruction in person and remotely. We have found over the past two months that our daily attendance rate has been down compared to years prior.

**Measurable Outcome:** By the end of the 2020-2021 school year, we will see a five percent increase in or daily attendance rate, students staying logged in, and tardies.

**Person responsible for monitoring outcome:** Shameeka White (whites@martin.k12.fl.us)

**Evidence-based Strategy:** JD Parker School of Science, Math, and Technology will institute weekly and monthly attendance incentives in an effort to decrease absenteeism and tardies. Students will receive attendance "Rock'it Cards" for being on time to class and present daily. Then students will use their attendance cards to receive different incentives throughout the year. We will continue to monitor students' interests and adjust as needed.

**Rationale for Evidence-based Strategy:** According to research using incentives becomes most effective when the attendance incentives are a part of the school-wide culture and accompanied by a deep commitment to ensuring students are engaging in the classroom when they show up.

**Action Steps to Implement**

Every Friday, students that have been present for the week will receive a yellow attendance "Rock'it" card from their homeroom teacher.

**Person Responsible** Shameeka White (whites@martin.k12.fl.us)

Teachers will call home to check in with students that have missed more than two days a week.

**Person Responsible** Shameeka White (whites@martin.k12.fl.us)

Once a student has missed 10% or more days in school, a letter will be sent to the home of the student.

**Person Responsible** Shameeka White (whites@martin.k12.fl.us)

**#4. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** JDP has a FIRE (Federal Index Reporting for Equity) that states show all students in tested grade levels, designated ESE status, are performing under the expectation below the 41% proficiency on state assessments.

**Measurable Outcome:** The ESE Federal Index Report for Equity will increase from 41% to 45%.

**Person responsible for monitoring outcome:** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

**Evidence-based Strategy:** Strategic Scheduling  
 Collaborative teaching model and planning for effective instruction  
 Goal Setting  
 Flexible Grouping  
 Strategic Scheduling-Master Schedule to align resources to support student learning.  
 Strategically schedule personnel to support students based on needs.

**Rationale for Evidence-based Strategy:** Collaborative teaching model to provide more prescriptive specialized instruction for social and emotional learning, as well as academics and independent functioning.  
 Goal development will be made in partnership with the student and the IEP team.  
 Goals will be relative to the students learning and achievable.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#5. Leadership specifically relating to Instructional Leadership Team**

Leadership is focused on the alignment of a strong instructional system to educate all students for success. Our leadership team has established a common understanding of the success of our school. The team is called the Instructional Cabinet and collectively the team has contributed to the structures necessary for school improvement.

\*Three Pillars of a Successful School:

Student Success

Employee Success

Culture of collaboration

\*Values for Collaboration and Smarter Teams:

Competence

Transparency and Honesty

Informed Choice

Accountability for high expectations of all

\*Norms:

Believe ALL kids can learn

Positive Intent and Outlook

Take risks to grow and learn

**Area of Focus** Participate in proactive problem-solving; versus admiring the problem

**Description** Respect the work, come on time, and prepared

**and** What is said here stays here- What is learned here leaves here

**Rationale:** We follow work all the way to the end.....

\*Reflective Questions:

Are we leading for equity?

Are we transformational and link consequences?

Do we share a culture of collaboration and achievement?

Is learning both students and adults our business?

Are we cohesive and aligned?

\*\*With a focus on high standards for all students, our leadership team and collaborative teams determine the alignment of the curriculum framework, and if not aligned, they are collaboratively developed. With the support of the coaches, instructional materials are researched and made available for teams to implement. Teams review the formative assessments to determine the students' responses to instruction. When a positive response is determined, teams plan for enrichment or extension of learning, that was determined by a need in climate survey both from parents and students. Should a student or a group of students need additional support, together with the leadership team, teachers implement a framework for students in need of targeted intervention. Two areas that our team will continue to build out are the development of well-designed curriculum frameworks and formative assessments, alongside clear gateways for students to include intervention and extensions for learning.

**Measurable Outcome:** The outcome to measure the success of the instructional cabinet will be reflected in the Satisfaction and Engagement Survey from staff around the questions: At my school, there is a collaborative culture. The goal is to increase the staff report from 40% strongly agree to 70%. And the question, I feel communication from my campus is effective. The goal is to increase the staff report from 55% strongly agree and agree to 80% strongly agree and agree.

**Person responsible for monitoring outcome:** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

**Evidence-based Strategy:**

It is the role of the school administrator to arrange, activate, and engage staff engagement to enhance the learning conditions for our students. To best establish an effective foundation for learning, professional learning around leadership attributes focused work, and dedication to collective accountability will result in positive learning outcomes for our staff and our students. Collaborative leadership will share the implementation of initiatives and foster the relationships between adult learners.

**Rationale for Evidence-based Strategy:**

It is not the sole responsibility of the principal for school improvement. Building capacity amount capable educators and activating their strengths will multiply the efforts throughout the grade levels and into classrooms. With this in mind, JDP has expanded its leadership team from 5 to 12 educators. Along with the expansion, leadership development will expand the skills and enhance their strengths to maximize the urgent work to enhance the outcomes for all learners.

**Action Steps to Implement**

Book study Smart Leaders, Smarter Teams Book Study to collaborate on strategies and structures to maximize our teamwork.

Book study Strength-Based Leadership to identify strengths and learn how to activate the strengths of the teams to connect collective efforts to increase the academic and social/emotional development of our students, collectively.

Book Study Dare to Lead facilitation protocols to challenge leadership development through transparent, focused, and accountability measures.

**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

Discuss and come to a common understanding of terms. Example: Behaviors Connected to the Common Language: Support: coaches, resources, help from others, assistance; Intervention: skills, gaps, equity, extra, focused, data-based, monitored; Differentiation: specific, equity, PBL, exposure, meet their needs remediate, on level

**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

All leadership team members will be certified Martin Mentors, to expand on clinical education teachers to support aspiring educators, and strengthen their leadership skills when working with teams on goal setting, action plan, creating strategies, and providing feedback.

"Instructional Cabinet team will:

model a growth mindset and coach of this mindset in others. (Skill 1) conduct effective content planning conferences. (Skill 2) become expert observers and diagnosticians of teaching and learning. (Skill 3) provide targeted feedback to new teachers about their teaching practices. (Skill 4) through mentoring activities, help to increase the retention rate of new teachers."

**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

Within each team, a common Collaborative Learning Team Tool will house the tools to collectively construct deliberate planning around power standards through conversations, decision making, and editing when appropriate around the alignment of high standards for all students, well-developed curriculum frameworks, instructional materials, and resources, assessments, supports for students in need of additional instruction and the creation of gateways for students.

**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

Creation, monitoring, and decision-making using accountability data to drive decisions. Regular data chats as a continuous process between administration, teachers/teacher teams, Instructional cabinet, outside support such as district leaders.



**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

With the Instructional Cabinet, the Instructional Round structure will collectively develop three common learning look-fors: student-centered learning, using formative assessment and organizing students for learning. This process of learning walks is to sharpen the understanding of the instructional core and to enhance active learning among adult learners on campus. This process has a strong focus on objective data collection through observation, analyzation, discussion and collectively understanding to devise next steps that are relevant to the learning environment of the Parker campus.

**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

Transform classrooms into professional learning labs for all adult learners on campus. All five of our five instructional coaches engineer a classroom for all learners, students, and adults alike. The classrooms are designed to not only support student learning but also as a lab for the coaching cycle for adult learning to occur through the coaching cycle of modeling, observation, collaborative data exploration to enhance the behaviors and skills of educators.

**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

JDP has aspirations to become a Professional Learning Lab School, efforts to multiple mentors on campus that are skilled at supporting new and aspiring educators. This enhancement has increased staff satisfaction, the retention efforts for both new and veteran teachers, and the retention of new teachers because of the multiple levels of mentoring supports

**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

Dedicate collaborative planning teams times during the week, with the support of an instructional coach and administrator, to focus on learning and social/emotional expectations, data-focused discussions, and collective action steps to respond to student data. This is from the understanding of Bandura (1997), 'a group's shared beliefs in its conjoint capabilities to organize and execute.'" This will support a shared understanding of the work to increase student achievement.

**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)

Collaborative Data Liaison (CDL), one per grade level  
Lead to support Collaborative Learning Teams. One per grade level, to support the deliberate and prescriptive planning of instruction. The process is similar to the problem-solving process: data analysis, problem identification, plan for action, plan for differentiated instruction for remediation, and extensions for learning. The CDL facilitates conversations around effective instructional strategies and best practices in the classroom for both academics and social/emotional learning. Also, the CDL collaborates to analyze student performance data relative to the standards to collectively design small group lesson plans to increase student proficiency.

**Person Responsible** Nicole Rathnaw (rathnan1@martin.k12.fl.us)



**#6. Instructional Practice specifically relating to ELA**

Grades 3, 4, 5.

Leadership is focused on the alignment of a strong instructional system to educate all students for success. With a focus on high standards for all students, our leadership team and collaborative teams determine the curriculum framework's alignment, and if not aligned, they are collaboratively developed. With the support of the coaches, instructional materials are researched and made available for teams to implement. Teams review the formative assessments to determine the students' responses to instruction. When a positive response is determined, teams plan for enrichment or extension of learning, determined by a need in climate survey both from parents and students. Should a student or a group of students need additional support, together with the leadership team, teachers implement a framework for students in need of targeted intervention. Our team will continue to build out two areas: the development of well-designed curriculum frameworks and formative assessments, alongside clear gateways for students to include intervention and extensions for learning.

**Area of Focus**

**Description and Rationale:**

JDP continues to make small strides in performance data. To change the trend, a systems change must occur. This requires a strong focus on K, 1, 2 to lay a strong foundation in phonological awareness and phonics to better prepare students. Our deliberate practice will provide instruction for our students that are explicit, systematic, and multisensory in phonics, phonemic awareness, and vocabulary and oral language. A strong foundation in literacy can propel the students to meet the proficiency standards in tested grades 3, 4, and 5. Implementing instruction and strategies that are research-based to support foundational literacy skills to build critical reading skills across content to support.

Referring to next year's School-Wide Improvement Plan, we have moved staff better to equip 1st and 2nd with highly qualified teachers. We have established a model classroom in 2nd and 4th grade to assist with the full coaching cycle. 2nd and 4th grade were identified based on the need to improve student data in those two particular grade levels. We have extensively expanded our Science resources. Science will be embedded in the literacy block, Pearson Guided Readers, to appropriately provide critical thinking of the science content.

Goal: By June 2021, 48% of the students in grades 3rd, 4th and 5th will be reading at or above learning expectations according to the Florida Standards Assessment. The number of students across all subgroups demonstrating grade-level reading proficiency will increase by at least five percentage points in reading to 51% Learning Gains and 50% L25 learning gains will also reflect a five percent increase. Our larger goal will be to return our percent of proficient and percent learning gains to 2018 scores.

**Measurable Outcome:**

24% students are meeting or exceeding the expectation in reading according to the fall 2020 iReady diagnostic. Data shows that students in grades 3rd, 4th and 5th grade are not meeting the learning expectations, proficiency level according to iReady diagnostic criteria. Data also indicate students in grades 3rd through 5th grade are not meeting the learning expectations, proficiency level according to Florida Standards Assessment criteria. The percent of students demonstrating proficiency in reading has decreased from the testing year 17/18. The percent of students demonstrating reading proficiency declined across grade levels from 2018 to 2019. The percent of students making learning gains in reading also declined in the same time period. Students in 4th grade demonstrated declining learning gains in 2019 as well. A persistent achievement gap exists between white students and students who are black and Hispanic. Gaps also exist between students who have identified learning disabilities and those who do not.

**Person responsible for monitoring outcome:**

Jessica Addorisio (addorij@martin.k12.fl.us)

High-Frequency Words- What: FUNdations Instruction in Grades Kindergarten, 1st and 2nd Grade

Vocabulary: Reading Units of Study/ Writing Units of Study, because of COVID and the remote learning option: Virtual Reading Units of Study and Virtual Writing Units of Study

Comprehension: Reading Units of Study/ Writing Units of Study, because of COVID and the remote learning option: Virtual Reading Units of Study and Virtual Writing Units of Study and Mentor Text

**Evidence-based Strategy:**

iReady Instruction Language Arts Florida Standards (LAFs) Grades 2, 3, 4, and 5th Grade - The program uses complex, authentic texts to engage students in close reading strategies across genres.

Lessons are organized around strategic scaffolds that build student confidence.

High Depth of Knowledge-level questions requires students to use strategic thinking and complex reasoning.

Comprehensive Teacher Resource Book provides point-of-use strategies that support best-practice teaching.

Computer formulation to adjust the reading readiness of each student

Progress Monitoring: iStandards Mastery (iSMs)

iReady Teacher Tool Kit- Differentiated instructional resources for the teacher to lead standards-based differentiated instruction - Progress Monitor: i-Ready Assessment

**Rationale for Evidence-based Strategy:**

High-Frequency Words- Why: High-frequency words are quite simply those words that occur most frequently in written material, for example, "and," "the," "as," and "it." They are often words that have little meaning on their own, but they contribute a great deal to a sentence's purpose.

Vocabulary - Why: Vocabulary plays a fundamental role in the reading process and contributes significantly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.

Comprehension -Why: Comprehension is the understanding and interpretation of what is read. To be able to understand written material accurately, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

**Action Steps to Implement**

Implement small group instruction on guided reading, strategy lessons, and i-ready lessons based on data.

**Person Responsible**

Jessica Addorisio (addorij@martin.k12.fl.us)

Differentiated, targeted student data-driven instruction.

**Person Responsible**

Jessica Addorisio (addorij@martin.k12.fl.us)

**#7. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** 48% of 5th-grade students at JDP scored a level 3 or higher on the 18/19 administration of the Florida Statewide Science Assessment. The percent of students demonstrating proficiency in science has plateaued, especially in the content areas of Earth/Space and Life Sciences.

**Measurable Outcome:** State the measurable outcome the school plans to achieve  
Science proficiency rates will increase five percentage points to 53% or more students demonstrating a score of Level 3 or higher on the 20/21 Florida Science Standards Assessment.

**Person responsible for monitoring outcome:** Suzanne Stout (stouts@martinschools.org)

**Evidence-based Strategy:** Evidence-Based Strategy  
K-5 teachers will meet with the Science Instructional Coach twice monthly to plan instruction based on the requirements outlined in the standards and individualized student needs identified in formative and summative assessment data.  
Instructional Coach will support planning during CLTs and partner teachers to increase the rigor of standards based instruction during the Science block.  
Implementation of ER STEM Days and inquiry lessons to tie in with each standard based unit of study (hands-on when allowed).  
Integrate science (PP STEM, Mystery Science, Boot Camp) in small group instruction during ELA (small group, independent reading, writing prompts, etc) and Math.  
Implement common science vocabulary to use in all grade levels.  
Provide after-school tutoring to students identified to need additional small group instruction through formative/summative assessments and District Science PMTs.

The rationale for Evidence-Based Strategy

**Rationale for Evidence-based Strategy:** The research concludes that educators collaboratively planning, teaching, and analyzing data results in more effective and meaningful instruction of content. The integration of subjects will increase the time spent on science instruction in the classroom.  
Implementation of the common language, hands-on inquiry, and formative/summative assessments will allow for our school to see trends and intervene as necessary, collaborating district-wide when needed.

**Action Steps to Implement**

- Purposeful planning with teachers during CLT's for effective science instruction and partner teach with teachers to elevate instruction to the standard's rigor.
2. Teachers will provide students with inquiry-based activities during each unit of science instruction to allow further interaction and exploration with content.
  3. Teachers will give formative/summative assessments to students for each science unit by assigned dates with fidelity. Data from assessments will be analyzed and discussed during CLTs. Instruction will be designed based on student needs identified through the assessment.
  4. Teachers, with assistance from Instructional Coaches as needed, will integrate science content and nonfiction texts into ELA and Math instruction through mini-lessons, small group instruction, writing prompts, and independent practice activities.
  5. Teachers will explicitly teach vocabulary from district lists. Use science journals to illustrate vocabulary, create examples and non-examples, and determine new words' meaning.

6. Students will be identified from assessments and District PMT's to participate in Science after-school tutoring to re-teach/remediate science concepts through hands-on activities, experiments, and investigations.

**Person Responsible** Suzanne Stout (stouts@martinschools.org)

#1How people learn Science: First, address the preconceptions/misconceptions and teach students to be critical thinkers. Science text should be embedded as critical reading passages, and teachers should consider the use of language to support the students' conceptual understanding. Science is a complex social activity. Students should be exposed to a rich science print to establish a strong foundation to build background knowledge to conceptualize topics and connections to their lives/lives around them.

**Person Responsible** Suzanne Stout (stouts@martinschools.org)

**#8. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

JDP continues to make small strides in performance data. In order to change the trend, a systems change must occur. This requires a strong focus on K, 1, 2, to lay a strong foundation in phonological awareness and phonics to better prepare students. Our deliberate practice will be to provide instruction for our students using the math model of concrete, representational, and abstract. The research concludes that educators collaboratively planning, teaching, and analyzing data results in more effective and meaningful instruction of content. The integration of subjects will increase the time spent on STEM instruction in the classroom. Implementation of a common language, hands-on inquiry, and formative/summative assessments will allow our school to see trends and intervene as necessary. Implementing instruction and strategies that are research-based to support the learning of foundational literacy skills to building critical reading skills across content to support.

Referring to next year's SWIP we have moved staff to better equip 1st and 2nd with highly qualified teachers. We have established a model classroom in 2nd and 4th grade to assist with the full coaching cycle. 2nd and 4th grade were identified based on the need to improve student data in those two particular grade levels. We have extensively expanded our Science resources. Science will be embedded in the literacy block, Pearson Guided Readers, to appropriately provide time for critical thinking of the science content. Our Science coach provides science instruction for grades 3, 4, and 5. This coach provides in-class coaching supports to the coaching cycle in grades K, 1, and 2 to ensure science instruction is aligned with standards.

Goal: By June 2021, 80 % of the students in grades Kindergarten, 1st and 2nd grade will be at or above learning expectations according to the Spring, final iReady math diagnostic. This number is representative of a 62% increase across all students including subgroups.

**Measurable Outcome:**

18% of students are meeting or exceeding the expectation in math according to the fall 2020 iReady diagnostic. 54% of 3-5th grade students at JDP scored a level 3 or higher on the 18/19 administration of the math portion of the Florida Statewide Assessment. Data indicate that students in grades 3rd grade, 4th grade, and 5th grade are not meeting the learning expectations, proficiency level according to the Florida Standards Assessment in mathematics. The percent of students demonstrating proficiency in math has decreased from the testing year 17/18. The percent of students demonstrating math proficiency declined across grade levels from 2018 to 2019. The percent of students making learning gains in math also declined in the same time period. Students in 4th grade demonstrated declining learning gains in 2019 as well. A persistent achievement gap exists between white students and students who are black and Hispanic. Gaps also exist between students who have identified learning disabilities and those who do not.

**Person responsible for monitoring outcome:**

LaShawnda McNair (mcnairl@martinschools.org)

**Evidence-based Strategy:**

Rationale: Implementing instruction and strategies that are research-based to support the learning of foundational mathematical skills to build mathematical conceptual skills.

**Rationale for Evidence-**

Implement at the Core for all students:  
My Math (K-2), Go Math (3-5)  
Guided Math Kindergarten and 1st grade  
Number Talks

**based Strategy:**

Math in Practice  
 Kindergarten- 5th Grade teacher toolkit iReady  
 iReady Instruction  
 Mathematics Florida Standards (MAFs) Grades 2, 3, 4, and 5th Grade  
 The program uses complex, authentic texts to engage students in close reading strategies across genres.  
 Lessons are organized around strategic scaffolds that build student confidence.  
 High Depth of Knowledge-level questions requires students to use strategic thinking and complex reasoning.  
 Comprehensive Teacher Resource Book provides point-of-use strategies that support best-practice teaching.  
 Computer formulation to adjust the reading readiness of each student  
 Progress Monitoring: iStandards Mastery (iSMs)  
 iReady Teacher Tool Kit  
 Differentiated instructional resources for the teacher to lead standards-based differentiated instruction  
 Progress Monitor: i-Ready Assessment

**Action Steps to Implement**

#2 How people learn Math: Math must be engaging and considered fun for the learner. Math is typically learned through concrete, visual, then mental models. The 5 strands of math include: conceptual understanding (make sense of the problem), procedural fluency (reason, abstractly and quantitatively), strategic competence (construct viable arguments and critique reasoning), adaptive reasoning, productive disposition. Mathematical Proficiency is to apply to 'real-world' computational fluency, demonstrate conceptual understanding, problem-solving perseverance, and knowledge of mathematical language.

**Person Responsible** LaShawnda McNair (mcnairl@martinschools.org)

Professional development with i-ready toolbox and MAFs books to use with number sense.

**Person Responsible** LaShawnda McNair (mcnairl@martinschools.org)

New teachers support by coaches, mentors, and district coaches.

**Person Responsible** LaShawnda McNair (mcnairl@martinschools.org)



**#9. Instructional Practice specifically relating to ELA**

Grades Kindergarten, 1st, 2nd

Leadership is focused on the alignment of a robust instructional system to educate all students for success. With a focus on high standards for all students, our leadership team and collaborative teams determine the curriculum framework’s alignment, and if not aligned, they are collaboratively developed. With the support of the coaches, instructional materials are researched and made available for teams to implement. Teams review the formative assessments to determine the students’ responses to instruction. When a positive response is determined, teams plan for enrichment or extension of learning, determined by a need in climate survey both from parents and students. Should a student or a group of students need additional support, together with the leadership team, teachers implement a framework for students in need of targeted intervention. Our team will continue to build out two areas: developing well-designed curriculum frameworks and formative assessments, alongside transparent gateways for students to include intervention and extensions for learning.

**Area of Focus Description and Rationale:**

JDP continues to make small strides in performance data. To change the trend, a systems change must occur. This requires a strong focus on K, 1, 2nd grades to lay a strong foundation in phonological awareness and phonics to better prepare students. Our deliberate practice will provide instruction for our explicit, systematic, and multisensory instruction in phonics, phonemic awareness, and vocabulary and oral language. A strong foundation in literacy can propel the students to meet the proficiency standards in tested grades 3, 4, and 5. It implements instruction and strategies that are research-based to support foundational literacy skills to build critical reading skills across content to support. Referring to next year's School-Wide Improvement Plan, we have moved staff to equip better 1st and 2nd with highly qualified teachers. We have established a model classroom in 2nd and 4th grade to assist with the full coaching cycle. Classes 2 and 4 were identified based on improving student data in those two particular grade levels. We have extensively expanded our Science resources. Science will be embedded in the literacy block, Pearson Guided Readers, to appropriately provide critical thinking of the science content.

**Measurable Outcome:**

35% of students in Kindergarten, 16% of students in 1st and 2nd grade, are meeting or exceeding the expectation in reading according to the fall 2020 iReady diagnostic. Data shows that students in grades Kindergarten through 2nd grade are not meeting the learning expectations, proficiency level according to iReady diagnostic criteria.

Goal: By June 2021, 80 % of the students in Kindergarten, 1st, and 2nd grade will be reading at or above learning expectations according to the Spring, final iReady diagnostic. This number is representative of a 58 % increase across all students, including subgroups.

**Person responsible for monitoring outcome:**

Jamie Hawkins (hawkinj@martinschools.org)

**Evidence-based Strategy:**

Implement at the Core for all Kindergarten, 1st, and 2nd-grade students:  
 Phonological Awareness: What: Heggerty Phonemic Awareness in Grades Kindergarten and 1st  
 The PAST monitors progress.

Phonics: What: FUNdations Instruction in Grades Kindergarten, 1st and 2nd Grade  
 District Support: Tina Engel to support fidelity of the program and data analysis to determine the instruction's response. Foundations Phonics Unit Assessments.

Administration Fidelity walkthroughs

High-Frequency Words: What: FUNdations Instruction in Grades Kindergarten, 1st and 2nd Grade

FUNdations Phonics Unit Assessments, Administration Fidelity walkthroughs

Vocabulary: What: Reading Units of Study/ Writing Units of Study, because of COVID and the remote learning option: Virtual Reading Units of Study and Virtual Writing Units of Study

Comprehension: What: Reading Units of Study/ Writing Units of Study, because of COVID and the remote learning option: Virtual Reading Units of Study and Virtual Writing Units of Study and Mentor Text

iReady Instruction- Language Arts Florida Standards (LAFs) Grades 2, 3, 4, and 5th Grade  
The program uses complex, authentic texts to engage students in close reading strategies across genres.

Lessons are organized around strategic scaffolds that build student confidence.

High Depth of Knowledge-level questions requires students to use strategic thinking and complex reasoning.

Comprehensive Teacher Resource Book provides point-of-use strategies that support best-practice teaching.

Computer formulation to adjust the reading readiness of each student

Progress Monitoring: iStandards Mastery (iSMs)

iReady Teacher Tool Kit

Differentiated instructional resources for the teacher to lead standards-based differentiated instruction

Progress Monitor: i-Ready Assessment

Phonological Awareness:Why: Phonemic awareness is one of the best predictors of how children will learn to read during the first two years of school instruction

Phonics: Why: The primary focus of phonics instruction is to help beginning readers understand how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns and learn how to apply this knowledge in their reading.

High-Frequency Words- Why: High-frequency words are quite simply those words that occur most frequently in written material, for example, "and," "the," "as," and "it." They are often words that have little meaning on their own, but they contribute a great deal to a sentence's purpose.

Vocabulary: Why: Vocabulary plays a fundamental role in the reading process and contributes significantly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.

Comprehension: Why: Comprehension is the understanding and interpretation of what is read. To be able to understand written material accurately, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

**Rationale  
for  
Evidence-  
based  
Strategy:**

**Action Steps to Implement**

Differentiated, targeted, student-data driven instruction during ELA time.

**Person Responsible** Jessica Addorisio (addorij@martin.k12.fl.us)

Collaborative Data liaisons to facilitate data analysis discussions and deliberate planning for a guaranteed and viable curriculum across classrooms.



**Person Responsible** Jessica Addorisio (addorij@martin.k12.fl.us)

**#10. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

JDP continues to make small strides in performance data. In order to change the trend, a systems change must occur. This requires a strong focus on K, 1, 2, to lay a strong foundation in phonological awareness and phonics to better prepare students. Our deliberate practice will be to provide instruction for our students using the math model of concrete, representational, and abstract. The research concludes that educators collaboratively planning, teaching, and analyzing data results in more effective and meaningful instruction of content. The integration of subjects will increase the time spent on STEM instruction in the classroom. Implementation of a common language, hands-on inquiry, and formative/summative assessments will allow our school to see trends and intervene as necessary. Implementing instruction and strategies that are research-based to support the learning of foundational literacy skills to building critical reading skills across content to support.

Referring to next year's SWIP we have moved staff to better equip 1st and 2nd with highly qualified teachers. We have established a model classroom in 2nd and 4th grade to assist with the full coaching cycle. 2nd and 4th grade were identified based on the need to improve student data in those two particular grade levels. We have extensively expanded our Science resources. Science will be embedded in the literacy block, Pearson Guided Readers, to appropriately provide time for critical thinking of the science content. Our Science coach provides science instruction for grades 3, 4, and 5. This coach provides in-class coaching supports to the coaching cycle in grades K, 1, and 2 to ensure science instruction is aligned with standards.

**Measurable Outcome:**

Goal: By June 2021, 59% of the students in grades 3rd, 4th and 5th grades will be at or above learning expectations according to the Florida Standards Assessment in mathematics. The number of students across all subgroups demonstrating grade level math proficiency will increase by at least five percentage points in reading 67% Learning Gains and 64% L25 learning gains will also reflect a five percent increase. Our larger goal will be to return our percent of proficient and percent learning gains to 2018 scores.

By June 2021, 64% of the students in 5th grades will be at or above learning expectations according to the Florida Standards Assessment in Science. Our larger goal will be to infuse the science content in the reading block.

**Person responsible for monitoring outcome:**

Danelle Roberts (robertd3@martinschools.org)

**Evidence-based Strategy:**

Rationale: Implementing instruction and strategies that are research-based to support the learning of foundational mathematical skills to build mathematical conceptual skills.

**Rationale for Evidence-based Strategy:**

Implement at the Core for all students:  
 My Math (K-2), Go Math (3-5)  
 Guided Math Kindergarten and 1st grade  
 Number Talks  
 Math in Practice  
 Kindergarten- 5th Grade teacher toolkit iReady  
 iReady Instruction  
 Mathematics Florida Standards (MAFs) Grades 2, 3, 4, and 5th Grade  
 The program uses complex, authentic texts to engage students in close reading strategies

across genres.

Lessons are organized around strategic scaffolds that build student confidence.

High Depth of Knowledge-level questions requires students to use strategic thinking and complex reasoning.

Comprehensive Teacher Resource Book provides point-of-use strategies that support best-practice teaching.

Computer formulation to adjust the reading readiness of each student

Progress Monitoring: iStandards Mastery (iSMs)

iReady Teacher Tool Kit

Differentiated instructional resources for the teacher to lead standards-based differentiated instruction

Progress Monitor: i-Ready Assessment

### Action Steps to Implement

#2 How people learn Math: Math must be engaging and considered fun for the learner. Math is typically learned through concrete, visual, then mental models. The 5 strands of math include: conceptual understanding (make sense of the problem), procedural fluency (reason, abstractly and quantitatively), strategic competence (construct viable arguments and critique reasoning), adaptive reasoning, productive disposition. Mathematical Proficiency is to apply to 'real-world' computational fluency, demonstrate conceptual understanding, problem-solving perseverance, and knowledge of mathematical language.

**Person Responsible** Danelle Roberts (robertd3@martinschools.org)

Differentiated small groups and targeted interventions to meet the learning needs of all students.

**Person Responsible** Jessica Addorisio (addorij@martin.k12.fl.us)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Leadership is focused on the alignment of a strong instructional system to educate all students for success. Our leadership team has established a common understanding of the success of our school. The decision making will occur during collaborative learning times for shared accountability and buy-in.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

JD Parker School of Science, Math, and Technology is truly a family-oriented, community school fully embraced by the community we serve. As a school, we are proud to serve the City of Stuart. During the summer, we partnered with community organizations like the NAACP and the Education Foundation to distribute books and learning materials to our students during a COVID-19 testing event. Due to the nature of how we started the school year, the school offered a parent town hall for parents to attend and ask questions about the new protocols for the year. In the first few weeks of school, everyone from support staff, paraprofessionals, and office staff assisted parents with getting students logging into the computer and navigating the online learning platforms.

We have partnered with a local university to work toward being a model school for their student teachers. Our school has created a unique relationship with the City of Stuart Police Department. The police department has a yearly barbecue for our teachers the week before we start school. They created “You Got Booked” where teachers can send struggling readers to the library to read with an officer. Our school parent organizations like SAC and PTO meetings are both well attended diverse in the parents and community partners that attend. The PTO helps support fun activities for the students throughout the year and does an amazing job of appreciating our teachers.

Finally, our school parent liaison, school counselor, School Social Service Worker, and administration work hard with district-level support, parents, and teachers to meet the needs of our unique population of students. They also attend many different community events to help strengthen the school and community partnership.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	310-Professional and Technical Services	0051 - J. D. Parker School Of Technology	General Fund		\$0.00
2	III.A.	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$0.00</b>

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0051 - J. D. Parker School Of Technology	General Fund		\$0.00
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Instructional Leadership Team</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	310-Professional and Technical Services	0051 - J. D. Parker School Of Technology	Title, I Part A		\$5,000.00
			<i>Notes: Instructional Cabinet</i>			
	6400	510-Supplies	0051 - J. D. Parker School Of Technology	Title, I Part A		\$5,000.00
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0051 - J. D. Parker School Of Technology	Title, I Part A		\$6,000.00
			<i>Notes: LAFS Grades 2-5</i>			
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$5,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0051 - J. D. Parker School Of Technology	Title, I Part A		\$500.00
			<i>Notes: iXL Grades 3-5</i>			
	5100	510-Supplies	0051 - J. D. Parker School Of Technology	Title, I Part A		\$5,000.00
			<i>Notes: Science Bootcamp Grades 3-5</i>			
<b>8</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0051 - J. D. Parker School Of Technology	Title, I Part A		\$10,000.00
			<i>Notes: Guided Math: a resource to support students developing a deep conceptual understanding of math, acquire computational fluency, and become skilled in thinking and acting mathematically. The resource includes the whole group, differentiated small group activities, end of the unit assessments, concrete representations of abstract mathematical concepts. * See note #2</i>			
<b>9</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$32,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0051 - J. D. Parker School Of Technology	General Fund		\$12,000.00
			<i>Notes: FUNdations</i>			
	5100	510-Supplies	0051 - J. D. Parker School Of Technology	Title, I Part A		\$500.00

			<i>Notes: Phonological Awareness: Heggerty and Intervention for all</i>			
	5100	510-Supplies	0051 - J. D. Parker School Of Technology	Title, I Part A		\$20,000.00
			<i>Notes: Geodes: A knowledge-building books for emerging and developing readers. Geodes aligns with both the score and sequence for Foundations and is organized into both informational and literary text. The books are structured with a book introduction, questions, a pre-teach of content vocabulary words, a writing piece (response to the text) connection to the Foundations lesson. * See note #1</i>			
<b>10</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5300	510-Supplies	0051 - J. D. Parker School Of Technology	Title, I Part A		\$1,500.00
			<i>Notes: MAFs</i>			
					<b>Total:</b>	<b>\$65,500.00</b>