



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

J. D. Parker School Of Technology

1010 SE 10TH ST

Stuart, FL 34996

772-219-1580

jdp.sbmc.org

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 74%
Alternative/ESE Center No	Charter School No	Minority Rate 66%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A	2009-10 C
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

J. D. Parker School Of Technology

Principal

Dr. Christopher Jones

School Advisory Council chair

April Coleman Day

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Doretta Hale	Assistant Principal
Courtney Beard	Literacy Coach
Janet Good	Literacy Coach
Emily Gallo	Guidance Counselor
Patricia Cooper	Intervention/Problem Solving Coach
Christopher Jones	Prinicpal

District-Level Information

District

Martin

Superintendent

Mrs. Laurie J. Gaylord

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

April Day, SAC Chairperson, Christopher Jones, Principal, Wachera Ragland, Parent, Christine Baldwin, Parent, Mary Yudin-Perez, Parent, Cesar Yudin-Perez, Parent, Haydee Mijares, Parent, Suedmary Calderon, Staff, Sonya Amaya, Parent, Patty Henderson, Parent, Cheryl Jordan, Parent, Diane Russo, Staff, Yoko Tomosoda, Parent, Chandra Taylor, Parent, Kevin Velasquez, Parent, Mayce DelValle, Parent, Martha Mijares, Parent, Shannon Cooper, Parent, Doretta Hale, Assistant Principal (ex-officio)

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other community/business members. These individuals must be representative of the ethnic, racial and economic makeup of the community served by the school.

Involvement of the SAC in the development of the SIP

SAC members reviewed the draft of the SIP and offered suggestions/edits prior to the approval of the plan.

Activities of the SAC for the upcoming school year

Training in Balanced Literacy by the Literacy Coaches and the Principal
 Training in Project Based and Inquiry Based Instruction by Teacher Representatives
 Training in Community Outreach

Projected use of school improvement funds, including the amount allocated to each project

Professional Development in Reading/Writing \$4100.00
 Purchase of Fiction and Non-Fiction Texts to support STEM and Literacy \$3000.00
 Purchase of Lab equipment and STEM internvetion supplies \$1000.00
 Purchase of classroom libraries for kinder classrooms \$1000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Christopher Jones

Principal	Years as Administrator: 5	Years at Current School: 0
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Credentials

Degrees:
 Ed.D. Educational Leadership and Curriculum Development
 M.Ed. Exceptional Student Education
 Certifications:
 School Principal Endorsement
 Educational Leadership
 Elementary Education K-6
 Reading Endorsement
 ESE (EH) K-12
 ESOL Endorsement

Performance Record

2012-13 School Grade: A
 2011-12 School Grade: B
 2010-11 School Grade: A
 2009-10 School Grade: B

Ms. Doretta Hale		
Asst Principal	Years as Administrator: 17	Years at Current School: 25
Credentials	Certified in Educational Leadership. Master's in Elementary Education. Certified in ESE, Reading, Elem Ed. and ELL	
Performance Record	2012-13 School Grade: C 2011-12 School Grade: B 2010-11 School Grade: A 2009-10 School Grade: B	

Instructional Coaches

of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Courtney Beard		
Full-time / District-based	Years as Coach: 10	Years at Current School: 13
Areas	Reading/Literacy	
Credentials	BS in Education, BA in Sociology, Reading and ELL endorsed, Certified in Elem. Ed.	
Performance Record	2012-13 School Grade: C 2011-12 School Grade: B 2010-11 School Grade: A 2009-10 School Grade: B	

Janet Good		
Full-time / School-based	Years as Coach: 13	Years at Current School: 13
Areas	Reading/Literacy	
Credentials	Master's Degree in Educational Leadership, BAE in Elementary Education and Early Childhood, Certified in Elementary Education K-6	
Performance Record	2012-13 School Grade: C 2011-12 School Grade: B 2010-11 School Grade: A 2009-10 School Grade: B	

Patricia Cooper		
Full-time / School-based	Years as Coach: 14	Years at Current School: 14
Areas	RtI/MTSS, Other	
Credentials	BA Mental Handicapps Certified in Mental Handicaps & K-6 Elementary Education	
Performance Record	2012-13 School Grade: C 2011-12 School Grade: B 2010-11 School Grade: A 2009-10 School Grade: B	

Classroom Teachers

# of classroom teachers	50
# receiving effective rating or higher	50, 100%
# Highly Qualified Teachers	100%
# certified in-field	50, 100%
# ESOL endorsed	47, 94%
# reading endorsed	7, 14%

with advanced degrees

23, 46%

National Board Certified

3, 6%

first-year teachers

1, 2%

with 1-5 years of experience

12, 24%

with 6-14 years of experience

25, 50%

with 15 or more years of experience

10, 20%

Education Paraprofessionals

of paraprofessionals

13

Highly Qualified

13, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Determine job openings, if any, and review applicants that are highly qualified, experienced teachers of students from diverse populations/Title I schools
2. Review all applications received by the district and forward to principals.
3. Promote the Para-to-Teacher credit support program among our highest performing non-instructional staff.
4. Offer on-going opportunities for professional development

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

A teacher who is in the "Aspiring Leaders" program in our school district will lead a mentoring program (overseen by the Principal) to provide support to all new teachers and those who are new to our school. All 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team meets bi-monthly to discuss concerns specific to struggling students and to help design intervention plans. The purpose of the team is to be an effective problem-solving group that:

- Assesses teachers' concerns related to student academic and/or behavioral difficulties
- Identifies student strengths, interests, and talents
- Reviews baseline data
- Sets projected outcomes and methods for measuring progress
- Designs specific intervention plans
- Reviews and monitors intervention plans
- Develops a plan to communicate plan/results with parents

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS team members review progress of the school toward SIP goals. The progress of each student toward individual and school-wide goals is carefully monitored. Team members and their roles are as follows:

Christopher Jones, Principal
Doretta Hale, Assistant Principal
Patricia Cooper, MTSS/Intervention Coach
Emily Gallo, Guidance Counselor
Tammy Nolan, Guidance Counselor
Courtney Beard, Literacy Coach
Janet Good, Literacy Coach

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Intervention and Problem Solving Coach works with the Guidance Department to track reading, math, and science data for every child. The data is tracked on spreadsheets that each teacher completes.

Teachers meet with the principal or the assistant principal monthly to review the progress of each child. If a particular need area is not being remedied through core instruction, a progress monitoring plan is established and formally monitored at least every four weeks. Students who do not respond to interventions identified on the PMP are referred to MTSS.

Core instruction and interventions are monitored by the principal and assistant principal during classroom observations.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Several data based systems are used to summarize tiered data:

1. The Performance Matters program allows for the identification of students who are struggling with grasping concepts related to FCAT sub skills. Each benchmark assessment will provide data that may be used to identify students.
2. Grade level teachers use an Item Analysis Collection Tool to collect information related to mini assessments and other classroom observations.
3. The RtIB data collection program which is managed by the University of South Florida, allows administration and the MTSS team and faculty to review data related to student discipline and behavior. This data is also reviewed on a bi-monthly basis, which allows for immediate identification and intervention planning.
4. Data management system is the PMRN data collection that is designed to chart progress for the i-Ready assessment scores. This allows the MTSS team members and reading teachers to identify the weaknesses and strengths of students in reading skills, which permits the opportunity for immediate implementation of intervention strategies.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Members of the RtI Leadership Team also serve on one of the core content FCAT School Improvement goals. Members' primary role is to ensure that they are meeting the needs of students who may be struggling academically or behaviorally. These needs are addressed through the school improvement plan, where possible. Student data is analyzed to identify those who need interventions and additional support. Once students are identified, strategies are matched to support achievement.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,680

The "Before-School Program" supports students in 3rd, 4th and 5th grade who have demonstrated a weakness in reading skills. Students are chosen to participate based on summative scores from the prior school year combined with 201-3-14 formative data. The program combines exposure to non-fiction (science focused) text that is leveled to foster comprehension with science lab work. The program is run by two highly qualified teachers (a former MTSS coach, and a doctoral candidate) who will provide students with skill based scaffolded learning opportunities 4 mornings per week from September until April.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Students' will take weekly quizzes generated by the database. The Program Tutors will monitor student outcomes for evidence of progress and adjust instruction as indicated.

Who is responsible for monitoring implementation of this strategy?

Program Tutors, Administration, Classroom Teachers

Strategy: Before or After School Program

Minutes added to school year: 540

The "After-School Writing Program" will be facilitated by the Literacy Coaches who will provide targeted instruction to students whose writing samples indicated need areas. The students will be grouped based on their instructional need and provided with after-school support as well as opportunities for "working-lunches" with faculty members who will support their writing work.

Strategy Purpose(s)

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How is data collected and analyzed to determine the effectiveness of this strategy?

Student work-samples will be collected, analyzed and used to drive further instruction in writing.

Who is responsible for monitoring implementation of this strategy?

Literacy coaches, administration classroom teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Christopher Jones	Principial
Dodie Hale	Assistant Principial
Courtney Beard	Literacy Coach
Janet Good	Literacy Coach
Patricia Cooper	Intervention & Problem Solving Coach
Emily Gallo	Guidance Counselor
Tammy Nolan	Guidance Counselor
Jamie Law	3rd Grade Teacher
Jonathan Tolliver	5th Grade Teacher
Karen Neff	1st Grade Teacher
Brian Hayden	Art Teacher
Casey Vasko	1st Grade Teacher

How the school-based LLT functions

The LLT meets once a month to review literacy data of all students. The data represents Fountas and Pinnell data, Benchmark Test data, Leveled Literacy Intervention data, i-Ready and the Comprehension Strategies Assessment. The members of the team examine interventions of students not meeting grade level benchmarks and plan accordingly for interventions and managing the intervention staff.

Major initiatives of the LLT

The team ensures Fountas and Pinnell testing, Comprehension Strategies Assessments, interventions and progress monitoring are being completed with fidelity. Additional initiatives include monitoring the language acquisition skills of incoming kindergarten students. The team also examines all academic data.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

J.D. Parker School of Science, Math and Technology hosts two pre-school classes for students with developmental disabilities and one dual language pre-school class for students who are classified as English Language Learners. These teachers plan with our Kindergarten team regularly through the school year and conduct articulation meetings about each child transitioning to kindergarten from Pre-K at the start of each year.

Kindergarten teachers at JDP also collaborate with teachers and directors from the local pre-school programs to collaborate on "best instructional practices" and assess students who are about to transition to JDP.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	55%	No	62%
American Indian				
Asian				
Black/African American	42%	35%	No	48%
Hispanic	48%	55%	Yes	54%
White	74%	71%	No	77%
English language learners	41%	47%	Yes	47%
Students with disabilities	44%	33%	No	50%
Economically disadvantaged	49%	46%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	26%	30%
Students scoring at or above Achievement Level 4	84	29%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Level 7	10	83%	85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	177	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	157	54%	57%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		17%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		8%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	74	74%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		83%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	51%	No	69%
American Indian				
Asian				
Black/African American	56%	38%	No	60%
Hispanic	59%	48%	No	63%
White	77%	62%	No	79%
English language learners	53%	47%	No	58%
Students with disabilities	55%	35%	No	60%
Economically disadvantaged	60%	43%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	29%	33%
Students scoring at or above Achievement Level 4	64	22%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Level 7	10	83%	85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	125	43%	47%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	133	46%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	23%	26%
Students scoring at or above Achievement Level 4	15	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		3
Participation in STEM-related experiences provided for students	150	25%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	46	7%	4%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	49	46%	43%
Students who receive two or more behavior referrals	24	4%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	3%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent/family involvement will be a priority at JDP this year. Family involvement will be promoted through:

1. Grade Level Curriculum Nights hosted by individual teachers (engaging families in curriculum and instruction through interactive activities in classrooms)
2. Family "STEAM" Night (A family event that will highlight the Science, Technology, Engineering, Arts, and Mathematics through highly engaging family focused activities that intend to build interest in STEAM as well as knowledge about the content areas)
3. The Literacy Ball for students and families (A dance-focused celebration of literacy that has become a tradition at JDP)
4. The Athletic Outreach Program (Led by our PE staff, lists of community events our students are participating in will be distributed to staff who will support students by attending as many events as possible in an effort to build relationships between staff and students outside the school that will enhance relationships, learning and outcomes at school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve the amount of family involvement among all of our cultural groups	150	25%	30%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.**
- G2.** The percent of students achieving proficiency in Reading(scoring level 3)will increase; the students achieving scores above proficiency (scoring at levels 4 and 5) will increase. The number of students scoring below level will decrease.
- G3.** The percent of students achieving proficiency in Math (scoring level 3) will increase; the percent of students achieving scores above proficiency (scoring levels 4 and 5) will increase. The percent of students scoring below level in Math will decrease.
- G4.** The percent of students demonstrating proficiency (score of level 3) in science will increase to 45%. The percent of students at or above proficiency (a score of level 4 or level 5) will increase. The percent of non-proficient students will decrease.
- G5.** Attendance will improve to 97% of students attending school 90% of the time. Tardiness will decrease by 10%.
- G6.** The percent of students demonstrating proficiency in writing (score of 3.5) will increase. The percent of students demonstrating scores above proficiency will increase (4 or higher). The percent of students scoring below proficiency will decrease.

Goals Detail

G1.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. The percent of students achieving proficiency in Reading(scoring level 3)will increase; the students achieving scores above proficiency (scoring at levels 4 and 5) will increase. The number of students scoring below level will decrease.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Professional development that supports Balanced Literacy Instruction will be provided to teachers in grades K-3
- Two literacy coaches will support and add to teachers' professional development through modeling lessons in on the classroom, observing and providing feedback to teachers who practice newly acquired skills; and facilitating instructional decision-making based on formative data
- The creation of a Reading Resource Room will be used to foster use of authentic high interest texts in reading instruction for grades K-5
- Achieve 3000 non-fiction text data-base will be used to increase "time with eyes on text"
- "Imagine Learning" instructional software will be used to support English Language Learners
- Mondo Oral Language Development Curriculum will support Kdg and 1st grade ELLs

Targeted Barriers to Achieving the Goal

- Students living in poverty have had limited exposure to varieties of texts.
- Funding to support resources has been reduced significantly from last school year
- Teachers have had inconsistent professional development in literacy over time
- A high percentage of transient and ELL families exist within the school's demographic.

Plan to Monitor Progress Toward the Goal

Participate in data meetings with individual teachers. The focus of the chats will be progress from the last chat, review of evidence provided by the teacher, collaborative planning for instructional shifts to meet the unique needs of each student.

Person or Persons Responsible

Administrators, Instructional Coaches, District Staff and Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data will be collected from students' running records, i-Ready reading data, benchmark assessments, conference notes, anecdotal notes, Imagine Learning and Achieve 3000 software reports, and teacher observation.

G3. The percent of students achieving proficiency in Math (scoring level 3) will increase; the percent of students achieving scores above proficiency (scoring levels 4 and 5) will increase. The percent of students scoring below level in Math will decrease.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Intervention will be provided to students in grades 3-5 who demonstrate gaps in knowledge of math concepts. The interventionist will work with flexible groups and students will be assessed for knowledge acquisition regularly
- Teachers will be supported with push-in support during the math block so that small group work can be used to support the learning needs of all students
- Teachers will be provided with training in "project based learning." This initiative is intended to increase the quality and quantity of high interest, authentic learning experiences in mathematics.

Targeted Barriers to Achieving the Goal

- Teachers at JD Parker have had inconsistent professional development in mathematics instruction.
- Funding to support authentic learning experiences is limited.
- There is limited time to provide intervention to students who demonstrate deficiencies in mathematics as well as in literacy and science.

Plan to Monitor Progress Toward the Goal

Monitor the broad scale progress of all students toward SIP goals

Person or Persons Responsible

The SAC

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 FCAT outcomes

G4. The percent of students demonstrating proficiency (score of level 3) in science will increase to 45%. The percent of students at or above proficiency (a score of level 4 or level 5) will increase. The percent of non-proficient students will decrease.

Targets Supported

- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- An interactive science lab will be created to enhance students' real-world connection to science concepts. The science intervention teacher will establish, teach, and monitor student progress in partnership with classroom teachers
- Science intervention will be provided to students demonstrating deficiency in science through push-in and pull-out groups.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Monitor student data outcomes and make recommendations for modified instruction

Person or Persons Responsible

Administration and SIP Goal Teams

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student assessment data, Teacher observation data

G5. Attendance will improve to 97% of students attending school 90% of the time. Tardiness will decrease by 10%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- The Data-Clerk will monitor student attendance and provide school stake-holders with evidence of attendance patterns.
- The Home-School Liaison will contact families, and facilitate transportation to and from school.
- School administrators will focus on attendance in regular communication such as newsletters, mass phone calls, and at assemblies.

Targeted Barriers to Achieving the Goal

- Many families at JDP have a limited sense of connection to the school community.

Plan to Monitor Progress Toward the Goal

Monitor attendance records

Person or Persons Responsible

The SAC

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved attendance when records from 2013 are compared to matching time period reports from 2013.

G6. The percent of students demonstrating proficiency in writing (score of 3.5) will increase. The percent of students demonstrating scores above proficiency will increase (4 or higher). The percent of students scoring below proficiency will decrease.

Targets Supported

- Writing
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Representative teachers will participate in district sponsored trainings that focus on use of the workshop model to teach writing.
- The writing coach will co-teach, model, and monitor writing instruction in grades K-5. She will facilitate implementation of the workshop model of teaching writing.

Targeted Barriers to Achieving the Goal

- Students have had limited exposure to mentor texts to use to guide their own work as authors.
- Students in primary grades have had a limited focus on writing instruction in their literacy blocks.

Plan to Monitor Progress Toward the Goal

Monitor student progress toward the writing SIP goal

Person or Persons Responsible

Administration, SIP committees, and Stakeholders

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data spreadsheets documenting student progress toward writing goals.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. The percent of students achieving proficiency in Reading(scoring level 3)will increase; the students achieving scores above proficiency (scoring at levels 4 and 5) will increase. The number of students scoring below level will decrease.

G2.B1 Students living in poverty have had limited exposure to varieties of texts.

G2.B1.S1 Texts will be given to students twice per year to take home and add to their "at home libraries."

Action Step 1

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

Person or Persons Responsible

The Literacy Coaches

Target Dates or Schedule

December and May

Evidence of Completion

Photos of book give away events, receipts of book purchases

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

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

Person or Persons Responsible

Administrators

Target Dates or Schedule

November and April

Evidence of Completion

Receipts of purchases

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the progress of student literacy through running record reports

Person or Persons Responsible

Teachers, instructional coaches, and stakeholders

Target Dates or Schedule

September, January, April

Evidence of Completion

Improved reading levels for all students

G2.B1.S2 "Achieve 3000" non-fiction on-line data warehouse will be used by teachers in classrooms and by tutors in "before school" tutoring.

Action Step 1

Provide students access to high-interest leveled non-fiction texts paired with discussion and comprehension questions. The texts will be selected based on connections to the science scope and sequence to ensure that reading and science needs are being met.

Person or Persons Responsible

Teachers in grades 3-5; Intervention Tutors

Target Dates or Schedule

Daily

Evidence of Completion

Achieve 3000 reports of student progress

Facilitator:

Achieve 3000 consultant

Participants:

Teachers in grades 3-5; Intervention tutors

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Review Achieve 3000 data reports and meet with teachers/tutors to plan for modifications in intervention groups and the aligned instructional practices

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student growth evidenced in science and literacy based assessments in the classroom

Plan to Monitor Effectiveness of G2.B1.S2

Monitor student progress, modify instruction as needed.

Person or Persons Responsible

Administration, Teachers, Tutors

Target Dates or Schedule

Daily, weekly, monthly

Evidence of Completion

Student outcomes to program based daily assignments.

G2.B1.S3 Teachers in primary grades will use Mondo Oral Language curriculum to foster language acquisition among students in grades K and 1.

Action Step 1

Work with ELLs and Migrant students who evidence limited language acquisition using Mondo to foster language development.

Person or Persons Responsible

Kdg and 1st grade teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Students will develop reading readiness and demonstrate an ability to read at least an "A" level text with limited support.

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Review student progress in data meetings

Person or Persons Responsible

Literacy Coaches and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Student progress evidenced in running records.

Plan to Monitor Effectiveness of G2.B1.S3

Review student data, determine needs, make instructional decisions

Person or Persons Responsible

Teachers and Literacy Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Student progress/outcomes

G2.B2 Funding to support resources has been reduced significantly from last school year

G2.B2.S1 Community support and funding reallocation will be attempted to improve access to needed training and materials

Action Step 1

Establish new and maintain existing relationships with community members to increase funding and materials donated to the school to support student outcomes. Regular reviews of expenditures will also be completed to ensure that every opportunity to provide support to students is taken.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased materials and training.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Monitor financial reports, monitor student outcomes, monitor progress toward SIP goals.

Person or Persons Responsible

SAC

Target Dates or Schedule

Monthly

Evidence of Completion

Funding reports, business partner agreements, receipts of donations.

Plan to Monitor Effectiveness of G2.B2.S1

Maintain regular communication about progress toward literacy goals

Person or Persons Responsible

Administration, Teachers, SAC, School Stakeholders

Target Dates or Schedule

Throughout the school year

Evidence of Completion

2014 FCAT outcomes in literacy

G2.B3 Teachers have had inconsistent professional development in literacy over time

G2.B3.S1 K-3 Teachers will be provided with training in balanced literacy with an emphasis on content-area literacy by a Fountas and Pinnell/ Teachers' College trained Professional Developer 5 times this school year.

Action Step 1

Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on Content-Area Literacy

Person or Persons Responsible

Kdg-3rd Grade Teachers

Target Dates or Schedule

5 times during the school year. (3 days in the fall, 2 days in the spring)

Evidence of Completion

PD sign-in sheets, teacher reflection journals, classroom implementation

Facilitator:

Enid Martinez

Participants:

K-3 Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

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

Person or Persons Responsible

Administration and Literacy Coaches

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B3.S1

Review student performance in monthly data meetings with teachers and coaches

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student outcomes

G2.B4 A high percentage of transient and ELL families exist within the school's demographic.

G2.B4.S1 Imagine Learning will be implemented for students who demonstrate Limited or Non-English Speaking status on the IPT test.

Action Step 1

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

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Imagine Learning progress reports indicating student progress

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Review student progress reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student time in tutoring/Students' outcomes

Plan to Monitor Effectiveness of G2.B4.S1

Monitor students' program usage and follow-up with school administrators

Person or Persons Responsible

Staff in the Title I Migrant Department

Target Dates or Schedule

Monthly

Evidence of Completion

Student progress reports

G3. The percent of students achieving proficiency in Math (scoring level 3) will increase; the percent of students achieving scores above proficiency (scoring levels 4 and 5) will increase. The percent of students scoring below level in Math will decrease.

G3.B1 Teachers at JD Parker have had inconsistent professional development in mathematics instruction.

G3.B1.S1 Professional Development will be sought through the district math coordinator. The staff of JD Parker will also seek support from another school in the district that has staff members using PBL.

Action Step 1

Participate in a Professional Learning Community focused on Project/Problem Based Learning strategies for mathematics (using professional texts by Marilyn Burns and Sherry Parrish as learning guides)

Person or Persons Responsible

Representative teachers in grades 3-5

Target Dates or Schedule

Early release trainings

Evidence of Completion

Implementation of strategies in classrooms as noted in teacher observations.

Facilitator:

JDP teacher leaders collaborating with master teachers from a partner school;

Participants:

Representative teachers in grades 3-5

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom observations

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

3 times per year

Evidence of Completion

Formal and Informal Observation feedback

Plan to Monitor Effectiveness of G3.B1.S1

Monitor the academic progress of all students participating in core instruction

Person or Persons Responsible

The MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student performance data recorded on: district benchmark assessments; curriculum based measures; anecdotal notes

G3.B2 Funding to support authentic learning experiences is limited.

G3.B2.S1 Funding sources will be reviewed regularly and money will be re-allocated whenever possible.

Action Step 1

Monitor the discretionary and Title I budgets

Person or Persons Responsible

The Principal

Target Dates or Schedule

Monthly

Evidence of Completion

EOY budget analysis

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Monitor the spending patterns at the school, re-assign funding based on prioritized needs

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Budget transfers; receipts of spending

Plan to Monitor Effectiveness of G3.B2.S1

Monitor for improvements in student outcomes and staff satisfaction with supplies, training, and professional growth

Person or Persons Responsible

The SAC, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student and Staff Outcomes

G3.B3 There is limited time to provide intervention to students who demonstrate deficiencies in mathematics as well as in literacy and science.

G3.B3.S1 Tutoring groups during the school-day

Action Step 1

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

Person or Persons Responsible

Intervention Problem Solving Coach, Administration, Teachers

Target Dates or Schedule

Late fall and early spring

Evidence of Completion

Shifts in students' performance after tutoring sessions

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Monitor student outcomes

Person or Persons Responsible

MTSS team, IPS Coach, Administration, Classroom Teachers

Target Dates or Schedule

Weekly; Monthly

Evidence of Completion

Student performance data

Plan to Monitor Effectiveness of G3.B3.S1

Monitor student performance outcomes at monthly data meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Students' performance data

G4. The percent of students demonstrating proficiency (score of level 3) in science will increase to 45%. The percent of students at or above proficiency (a score of level 4 or level 5) will increase. The percent of non-proficient students will decrease.

G4.B1 Science vocabulary and concepts are not prioritized for instruction in primary grades resulting in limited content knowledge among students in intermediate grades.

G4.B1.S1 Content area literacy professional development and classroom implementation.

Action Step 1

Participate in professional development with an outside provider who will focus training around non-fiction texts.

Person or Persons Responsible

K-2 Teachers

Target Dates or Schedule

Five times during the 2013-14 school year.

Evidence of Completion

Classroom observations reflecting implementation of newly acquired strategies.

Facilitator:

Valerie Gaynor, Science Coordinator

Participants:

K-2 Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Observe instruction for use of science content in literacy instruction, use of workshop and project based learning experiences

Person or Persons Responsible

Administrators, coaches and peer teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Observation reports

Plan to Monitor Effectiveness of G4.B1.S1

Science data including evidence of concept and vocabulary acquisition will be reviewed, analyzed, and used for instructional decision making,

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Students' assessment data

G4.B1.S2 Project based and "Lab" focused science instruction in intermediate grades.

Action Step 1

Collaborative planning among intermediate grade teachers to facilitate the instruction of science concepts to students in an authentic lab situation

Person or Persons Responsible

Suzanne Stout, STEM Intervention Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Outcomes documented in students' science journals, student grades, science benchmark outcomes

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Observe instruction in the lab

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Student participation, Student artifacts

Plan to Monitor Effectiveness of G4.B1.S2

Monitor student progress in data meetings

Person or Persons Responsible

Administrators, Instructional Coaches, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student artifacts, student progress outcomes, teacher reflections, teacher observations

G5. Attendance will improve to 97% of students attending school 90% of the time. Tardiness will decrease by 10%.

G5.B1 Many families at JDP have a limited sense of connection to the school community.

G5.B1.S1 Family outreach will become a priority. All staff will be encouraged to build relationships with families through attendance at students' sporting events, provision of family events at school, and home visits.

Action Step 1

Build and maintain relationships with families in an effort to increase the connection our families have with the school.

Person or Persons Responsible

Administrators and staff

Target Dates or Schedule

Ongoing through the year

Evidence of Completion

Teacher visit logs, family attendance at school events, increased attendance, decreased number of students tardy per day.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitor teacher outreach and family events

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing through the year

Evidence of Completion

Records of teacher visits, records of family attendance at school events.

Plan to Monitor Effectiveness of G5.B1.S1

Monitor student attendance reports

Person or Persons Responsible

The SAC and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reports provided by teachers and the data clerk

G6. The percent of students demonstrating proficiency in writing (score of 3.5) will increase. The percent of students demonstrating scores above proficiency will increase (4 or higher). The percent of students scoring below proficiency will decrease.

G6.B1 Students have had limited exposure to mentor texts to use to guide their own work as authors.

G6.B1.S1 Secure mentor texts to add to the reading resource room.

Action Step 1

Purchase mentor texts to add to the reading resource room. Instruction using these texts will be modeled through classroom visits.

Person or Persons Responsible

The Literacy Coaches

Target Dates or Schedule

Ongoing through out the school year

Evidence of Completion

Observation of coaches modeling lessons in classrooms.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Observe and monitor the effectiveness of writing instruction and teacher coaching.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Coaching logs, classroom observations, student worksamples

Plan to Monitor Effectiveness of G6.B1.S1

Review student work samples in data meetings with teachers

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Ongoing through the year

Evidence of Completion

Evidence of student writing that is at or above proficiency.

G6.B2 Students in primary grades have had a limited focus on writing instruction in their literacy blocks.

G6.B2.S1 Primary Grades teachers will select representatives from each grade level to participate in monthly Professional Development with district level trainers.

Action Step 1

Attend PD sessions with District Trainers, implement the practices in their classrooms, and extend the training to their peers.

Person or Persons Responsible

Representative teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher observations

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Visit classrooms to observe lessons, meet with teachers for lesson planning, support acquisition of materials

Person or Persons Responsible

The writing focused Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Coaching logs and follow-up progress reports in leadership meetings

Plan to Monitor Effectiveness of G6.B2.S1

Observe teachers, meet with coaches, monitor implementation progress in classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher feedback, observation data, coach reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Teachers will be provided funds from the discretionary budget to purchase supplies for their classrooms. The Assistant Principal will facilitate classroom adoptions until each teacher/classroom has been adopted by a community partner.

Title I and SAC funds will be allocated to provide teachers with professional development in reading, science and math.

Title I and SAC funds will be used to enhance the reading resource room. An emphasis will be placed on high interest non-fiction texts to support STEM as well as improved literacy skills among our students. Capital funds will be used to purchase materials that support collaborative learning such as classroom carpets, bookshelves/bins for classroom libraries, science lab supplies and equipment, and interactive technology.

District support through Title X to support our growing homeless population in the community and at school. Title X funds and community partnerships will also be used to support a food bank and the "Backpack Buddies" program so that our homeless students will have nutrition provided to them after school and on weekends.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. The percent of students achieving proficiency in Reading (scoring level 3) will increase; the students achieving scores above proficiency (scoring at levels 4 and 5) will increase. The number of students scoring below level will decrease.

G2.B1 Students living in poverty have had limited exposure to varieties of texts.

G2.B1.S2 "Achieve 3000" non-fiction on-line data warehouse will be used by teachers in classrooms and by tutors in "before school" tutoring.

PD Opportunity 1

Provide students access to high-interest leveled non-fiction texts paired with discussion and comprehension questions. The texts will be selected based on connections to the science scope and sequence to ensure that reading and science needs are being met.

Facilitator

Achieve 3000 consultant

Participants

Teachers in grades 3-5; Intervention tutors

Target Dates or Schedule

Daily

Evidence of Completion

Achieve 3000 reports of student progress

G2.B3 Teachers have had inconsistent professional development in literacy over time

G2.B3.S1 K-3 Teachers will be provided with training in balanced literacy with an emphasis on content-area literacy by a Fountas and Pinnell/ Teachers' College trained Professional Developer 5 times this school year.

PD Opportunity 1

Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on Content-Area Literacy

Facilitator

Enid Martinez

Participants

K-3 Teachers

Target Dates or Schedule

5 times during the school year. (3 days in the fall, 2 days in the spring)

Evidence of Completion

PD sign-in sheets, teacher reflection journals, classroom implementation

G3. The percent of students achieving proficiency in Math (scoring level 3) will increase; the percent of students achieving scores above proficiency (scoring levels 4 and 5) will increase. The percent of students scoring below level in Math will decrease.

G3.B1 Teachers at JD Parker have had inconsistent professional development in mathematics instruction.

G3.B1.S1 Professional Development will be sought through the district math coordinator. The staff of JD Parker will also seek support from another school in the district that has staff members using PBL.

PD Opportunity 1

Participate in a Professional Learning Community focused on Project/Problem Based Learning strategies for mathematics (using professional texts by Marilyn Burns and Sherry Parrish as learning guides)

Facilitator

JDP teacher leaders collaborating with master teachers from a partner school;

Participants

Representative teachers in grades 3-5

Target Dates or Schedule

Early release trainings

Evidence of Completion

Implementation of strategies in classrooms as noted in teacher observations.

G4. The percent of students demonstrating proficiency (score of level 3) in science will increase to 45%. The percent of students at or above proficiency (a score of level 4 or level 5) will increase. The percent of non-proficient students will decrease.

G4.B1 Science vocabulary and concepts are not prioritized for instruction in primary grades resulting in limited content knowledge among students in intermediate grades.

G4.B1.S1 Content area literacy professional development and classroom implementation.

PD Opportunity 1

Participate in professional development with an outside provider who will focus training around non-fiction texts.

Facilitator

Valerie Gaynor, Science Coordinator

Participants

K-2 Teachers

Target Dates or Schedule

Five times during the 2013-14 school year.

Evidence of Completion

Classroom observations reflecting implementation of newly acquired strategies.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The percent of students achieving proficiency in Reading(scoring level 3)will increase; the students achieving scores above proficiency (scoring at levels 4 and 5) will increase. The number of students scoring below level will decrease.	\$28,000
G6.	The percent of students demonstrating proficiency in writing (score of 3.5) will increase. The percent of students demonstrating scores above proficiency will increase (4 or higher). The percent of students scoring below proficiency will decrease.	\$1,000
Total		\$29,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Evidence-Based Program	Total
Title 1, SIP, and Discretionary Funds	\$2,000	\$0	\$0	\$2,000
Title 1 funds	\$1,000	\$0	\$0	\$1,000
Cost noted in literacy goals	\$0	\$0	\$0	\$0
Title 1; SIP; Discretionary Funds	\$0	\$10,000	\$0	\$10,000
Title I	\$0	\$0	\$16,000	\$16,000
Total	\$3,000	\$10,000	\$16,000	\$29,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. The percent of students achieving proficiency in Reading(scoring level 3)will increase; the students achieving scores above proficiency (scoring at levels 4 and 5) will increase. The number of students scoring below level will decrease.

G2.B1 Students living in poverty have had limited exposure to varieties of texts.

G2.B1.S1 Texts will be given to students twice per year to take home and add to their "at home libraries."

Action Step 1

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

Resource Type

Evidence-Based Materials

Resource

High-interest texts including non-fiction texts

Funding Source

Title 1, SIP, and Discretionary Funds

Amount Needed

\$2,000

G2.B1.S2 "Achieve 3000" non-fiction on-line data warehouse will be used by teachers in classrooms and by tutors in "before school" tutoring.

Action Step 1

Provide students access to high-interest leveled non-fiction texts paired with discussion and comprehension questions. The texts will be selected based on connections to the science scope and sequence to ensure that reading and science needs are being met.

Resource Type

Evidence-Based Program

Resource

On-going research based professional development

Funding Source

Title I

Amount Needed

\$16,000

G2.B3 Teachers have had inconsistent professional development in literacy over time

G2.B3.S1 K-3 Teachers will be provided with training in balanced literacy with an emphasis on content-area literacy by a Fountas and Pinnell/ Teachers' College trained Professional Developer 5 times this school year.

Action Step 1

Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on Content-Area Literacy

Resource Type

Professional Development

Resource

Research based professional Development

Funding Source

Title 1; SIP; Discretionary Funds

Amount Needed

\$10,000

G4. The percent of students demonstrating proficiency (score of level 3) in science will increase to 45%. The percent of students at or above proficiency (a score of level 4 or level 5) will increase. The percent of non-proficient students will decrease.

G4.B1 Science vocabulary and concepts are not prioritized for instruction in primary grades resulting in limited content knowledge among students in intermediate grades.

G4.B1.S1 Content area literacy professional development and classroom implementation.

Action Step 1

Participate in professional development with an outside provider who will focus training around non-fiction texts.

Resource Type

Professional Development

Resource

Mentor Texts

Funding Source

Cost noted in literacy goals

Amount Needed

\$0

G6. The percent of students demonstrating proficiency in writing (score of 3.5) will increase. The percent of students demonstrating scores above proficiency will increase (4 or higher). The percent of students scoring below proficiency will decrease.

G6.B1 Students have had limited exposure to mentor texts to use to guide their own work as authors.

G6.B1.S1 Secure mentor texts to add to the reading resource room.

Action Step 1

Purchase mentor texts to add to the reading resource room. Instruction using these texts will be modeled through classroom visits.

Resource Type

Evidence-Based Materials

Resource

High quality fiction and non-fiction texts that have been identified for student use as a model for their own writing.

Funding Source

Title 1 funds

Amount Needed

\$1,000