

Martin County School District

J. D. Parker School Of Technology



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	21
Positive Culture & Environment	37
Budget to Support Goals	38

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: 9/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: C (51%) 2017-18: C (53%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	38

J. D. Parker School Of Technology

1010 SE 10TH ST, Stuart, FL 34996

martinschools.org/o/jdpes

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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.

J D Parker Elementary strives to cultivate learning experiences for ALL to strengthen a DIVERSE, RESILIENT, and SUPPORTIVE COMMUNITY through trust, compassion, stability, and hope.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Addoriso, Jessica	Instructional Coach	<p>The role of the instructional coach is essential to school improvement for JD Parker Elementary. In a creative hybrid model, each teacher is in the classroom teaching 1/2 of the day and the other 1/2 of the day providing instructional coaching to expand the potential and impact of professional learning. The creative coaching model provides more concentration to specific grade-level teams and teachers to enhance their instructional practices. Data collected through quarterly feedback obtained by teachers suggests instructional coaches are not only welcomed but valued as part of staff professional learning. Instructional coaches align their awareness of school improvement initiatives to support the following: collaborative learning team leads, design and facilitate Professional learning using Benchmark curriculum, facilitated planning sessions with individual teachers and grade levels after school, facilitation of planning events for effective instructional strategies related to core content areas, student engagement, and critical content; team and teacher goal setting through using summative and formative data; provide the Coaching Cycle as it is intended using Jim Knight's model to demonstrate lessons or segments of lessons to teachers, side by side teaching and provide feedback after observing.</p>
Hawkins , Jamie	Instructional Coach	<p>The role of the instructional coach is essential to school improvement for JD Parker Elementary. In a creative hybrid model, each teacher is in the classroom teaching 1/2 of the day and the other 1/2 of the day providing instructional coaching to expand the potential and impact of professional learning. The creative coaching model provides more concentration to specific grade-level teams and teachers to enhance their instructional practices. Data collected through quarterly feedback obtained by teachers suggests instructional coaches are not only welcomed but valued as part of staff professional learning. Instructional coaches align their awareness of school improvement initiatives to support the following: collaborative learning team leads, design and facilitate Professional learning using Benchmark curriculum, facilitated planning sessions with individual teachers and grade levels after school, facilitation of planning events for effective instructional strategies related to core content areas, student engagement, and critical content; team and teacher goal setting through using summative and formative data; provide the Coaching Cycle as it is intended using Jim Knight's model to demonstrate lessons or segments of lessons to teachers, side by side teaching and provide feedback after observing.</p>
McNair, LaShawnda	Instructional Coach	<p>The role of the instructional coach is essential to school improvement for JD Parker Elementary. In a creative hybrid model, each teacher is in the classroom teaching 1/2 of the day and the other 1/2 of the day providing instructional coaching to expand the potential and impact of professional learning. The creative coaching model provides more concentration to specific grade-level teams and teachers to enhance their instructional practices. Data collected through quarterly feedback obtained by teachers suggests instructional coaches are not only welcomed but valued as part of staff professional learning. Instructional coaches align their awareness of school improvement initiatives to support the following: collaborative</p>

Name	Position Title	Job Duties and Responsibilities
		<p>learning team leads, design and facilitate Professional learning using mathematics curriculum, facilitated planning sessions with individual teachers and grade levels after school, facilitation of planning events for effective instructional strategies related to core content areas, student engagement, and critical content; team and teacher goal setting through using summative and formative data; provide the Coaching Cycle as it is intended using Jim Knight's model to demonstrate lessons or segments of lessons to teachers, side by side teaching and provide feedback after observing.</p>
Roberts, Danelle	Instructional Coach	<p>The role of the instructional coach is essential to school improvement for JD Parker Elementary. In a creative hybrid model, each teacher is in the classroom teaching 1/2 of the day and the other 1/2 of the day providing instructional coaching to expand the potential and impact of professional learning. The creative coaching model provides more concentration to specific grade-level teams and teachers to enhance their instructional practices. Data collected through quarterly feedback obtained by teachers suggests instructional coaches are not only welcomed but valued as part of staff professional learning. Instructional coaches align their awareness of school improvement initiatives to support the following: collaborative learning team leads, design and facilitate Professional learning using mathematics curriculum, facilitated planning sessions with individual teachers and grade levels after school, facilitation of planning events for effective instructional strategies related to core content areas, student engagement, and critical content; team and teacher goal setting through using summative and formative data; provide the Coaching Cycle as it is intended using Jim Knight's model to demonstrate lessons or segments of lessons to teachers, side by side teaching and provide feedback after observing.</p>
Stout, Suzanne	Instructional Coach	<p>The role of the instructional coach is essential to school improvement for JD Parker Elementary. In a creative hybrid model, each teacher is in the classroom teaching 1/2 of the day and the other 1/2 of the day providing instructional coaching to expand the potential and impact of professional learning. The creative coaching model provides more concentration to specific grade-level teams and teachers as they enhance their instructional practices. Data collected through quarterly feedback obtained by teachers suggests instructional coaches are not only welcomed but valued as part of staff professional learning. Instructional coaches align their awareness of school improvement initiatives to support the following: collaborative learning team leads, design and facilitate Professional learning using science curriculum, facilitated planning sessions with individual teachers and grade levels after school, facilitation of planning events for effective instructional strategies related to core content areas, student engagement, and critical content; team and teacher goal setting through using summative and formative data; provide the Coaching Cycle as it is intended using Jim Knight's model to demonstrate lessons or segments of lessons to teachers, side by side teaching and provide feedback after observing.</p>

Name	Position 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.</p> <p>Student data is the center point for all problem-solving and action planning conversations. Also, the role of the Principal is to support a positive and effective 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>
Gallo, Emily	School Counselor	<p>Support school improvement efforts working directly with social-emotional learning supports.</p>

Demographic Information

Principal start date

Tuesday 9/21/2021, 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.*

4

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.*

8

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

584

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	90	101	89	89	88	110	0	0	0	0	0	0	0	567
Attendance below 90 percent	42	37	26	30	21	26	0	0	0	0	0	0	0	182
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 FSA ELA assessment	0	0	0	30	11	21	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA Math assessment	0	0	0	45	35	39	0	0	0	0	0	0	0	119
Number of students with a substantial reading deficiency	24	43	45	48	48	75	0	0	0	0	0	0	0	283

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	0	0	0	0	7	6	0	0	0	0	0	0	0	13

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - 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	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

2020-21 - 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	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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	58%	57%	53%	59%	56%
ELA Learning Gains				46%	59%	58%	55%	57%	55%
ELA Lowest 25th Percentile				45%	56%	53%	45%	49%	48%
Math Achievement				54%	65%	63%	60%	66%	62%
Math Learning Gains				62%	65%	62%	63%	59%	59%
Math Lowest 25th Percentile				59%	53%	51%	47%	43%	47%
Science Achievement				49%	58%	53%	49%	59%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	42%	54%	-12%	58%	-16%
Cohort Comparison						
04	2021					
	2019	35%	57%	-22%	58%	-23%
Cohort Comparison		-42%				
05	2021					
	2019	46%	55%	-9%	56%	-10%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	58%	-7%	62%	-11%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	67%	-16%	64%	-13%
Cohort Comparison		-51%				
05	2021					
	2019	56%	64%	-8%	60%	-4%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Kindergarten: FLKRS-Determine readiness for kindergarten; used to calculate VPK Provider Kindergarten Readiness Rates; Interim Benchmark Assessment; iready Math Diagnostic. Also, as part of more regular progress monitoring, Benchmark Unit Assessments, FUNdations assessments.
 1st and 2nd grade: Interim Benchmark Assessment; iready Math Diagnostic. Also, as part of more regular progress monitoring, Benchmark Unit Assessments, FUNdations assessments.
 3rd, 4th, and 5th grade: Interim Benchmark Assessment; iready Math Diagnostic. Also, as part of more regular progress monitoring, Benchmark Unit Assessments,

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	29	46
	Economically Disadvantaged	14	26	42
	Students With Disabilities	17	24	39
	English Language Learners	8	16	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	22	45
	Economically Disadvantaged	10	18	41
	Students With Disabilities	18	23	42
	English Language Learners	7	15	34

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	30	46
	Economically Disadvantaged	15	24	39
	Students With Disabilities	19	25	33
	English Language Learners	9	18	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	24	45
	Economically Disadvantaged	10	17	39
	Students With Disabilities	16	23	35
	English Language Learners	9	18	36

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	18	29
	Economically Disadvantaged	9	14	25
	Students With Disabilities	11	13	17
	English Language Learners	3	9	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	18	38
	Economically Disadvantaged	7	14	34
	Students With Disabilities	11	18	28
	English Language Learners	7	16	33

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	32	44
	Economically Disadvantaged	15	22	32
	Students With Disabilities	33	37	41
	English Language Learners	10	19	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	29	49
	Economically Disadvantaged	11	19	40
	Students With Disabilities	14	40	46
	English Language Learners	17	25	43
	Grade 5			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	33	44
	Economically Disadvantaged	15	21	30
	Students With Disabilities	40	43	47
	English Language Learners	16	20	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	36	56
	Economically Disadvantaged	17	25	46
	Students With Disabilities	33	47	57
	English Language Learners	22	36	55
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	27	27	27
	Economically Disadvantaged	15	16	15
	Students With Disabilities	38	48	38
	English Language Learners	30	21	30

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	56		25	44		40				
ELL	41	53		42	52		39				
BLK	14	44	43	14	19	30	14				
HSP	42	55		44	46		45				
MUL	54			31							
WHT	58	59		58	44		72				
FRL	28	45	50	31	30	42	33				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	362

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - 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%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The 2021 data indicates that 41% or 113 of 279 were proficient in ELA. The 2019 reporting score represented a decline in performance data in the 3rd, 4th, and 5th grades. Compared to the state, like schools, and district averages, JDP performance data is below the average. Literacy is a critical skill to access other content areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement in literacy for all students, explicitly monitoring students with disabilities and black students. The focus is on core instruction to support all students, including our black students, and specific attention is planned to support the performance of our students with disabilities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Both proficiency and learning gains showed the most significant decline from 2018 and continuing through the COVID19 impact. Factors such as core resources and COVID19 contributed to ELA being the lowest component and associated with the decrease in performance in ELA, Math, and Science. JDP's high mobility rate is an additional factor that contributes to our score variance from year to year. Attendance has been a concern because students miss a substantial amount of school

due to illness or quarantine. Data support achievement gaps are present in students with disabilities and black students. The new Benchmark Advance curriculum resources are aligned with the standards and provide streamlined, explicit instruction to maintain the rigor of the high expectations for student learning. Benchmark Advance will provide equity in resources for our students. The attendance committee will problem-solve interventions to increase student attendance with support from district social services support.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Learning gains for the students considered bottom quartile showed the most improvement in both ELA and Math. Using data, students were identified to receive tiered intervention in literacy and mathematics. Identified students were provided intensive research/evidence-based interventions in targetted academic areas as determined by their reading and math performance. Pre and post-tests were administered to assess their progress between formal diagnostics. FSA learning growth and bottom quartile reports suggest effective problem-solving. Still, the students needing tiered intervention faded to independence based on progress monitoring data and FSA learning growth.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our staff has embraced the newly adopted ELA curriculum, Benchmark Literacy, which explicitly provides resources for core instruction. The curriculum is aligned to the BEST standards and provides rigor to grade-level expectations. The Benchmark resource will promote equity of learning across the school in each grade level classroom. Our staff continues to expand our method of providing prescriptive instruction to meet each student in interventions and differentiated instruction. Benchmark Advance intervention resources are aligned to core instruction and used to differentiate instruction- strategically designing small group instruction and tiered intervention. Our school has developed targeted after-school tutoring opportunities to support achievement gaps for our learners. Instructional supports to target skill deficits will be provided to our students identified as students with disabilities, black, and in the bottom quartile. Our attendance team is reaching out to students and families to encourage regular attendance and a system to keep students on target to return to school on time to return to school after being quarantined or isolated due to COVID-19. The school leadership team has a priority focus to monitor the implementation of the Benchmark Advanced Curriculum and to maintain high expectations for student learning. Collaborative Learning teams are planning units using the backward planning model to focus on critical content.

What strategies will need to be implemented in order to accelerate learning?

Our school leadership team has indicated four research-based instructional practices: formative assessment to track student progress, organizing students to interact with content, communicating high expectations to close the achievement gap, and identifying critical content from the standards to provide rigorous instruction in every classroom.

Our school is focused on the implementation of the Benchmark Literacy program for core instruction. Our leadership team prioritizes reviewing data together, identifying strength and growth opportunities, and providing clear guidance on the next steps for students who need additional support and those in need of enrichment.

Collaborative Learning Teams, or CLTs, are the foundation of our school's success. CLTs provide a way to organize our school to meet the needs of all students.

The principal has a strong literacy leadership team that represents each grade level as collaborative team leads (CLT) Team Lead this year. CLTs are the vehicle to School Improvement Efforts, set the standard for professional learning and growth mindset, prepare to LEAD CLTs beforehand and give plenty of time for teams to review and design so as not to waste time during CLTs including standards to best prepare for differentiated instruction. CLT team leads oversees the plan, establishes roles and

responsibilities and the expectations to keep CLT time prioritizing the focus standards and the scales before the meeting to focus on CFAs, data, and response to data going, engage in regular learning walks, and are a liaison for communication for staff and team needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional learning opportunities are planned around student formative and summative data, input from teachers, classroom learning walks, high expectations, critical content, formative assessment, organizing students for small group instruction.

Professional learning experiences include CLTs (at a minimum of 2 times weekly); Instructional Coaching supports, Instructional coaches design and facilitate Professional learning using Benchmark curriculum, facilitated planning sessions with individual teachers and grade levels after school, include planning for effective instructional strategies related to literacy, student engagement, and critical content; team and teacher goal setting through using summative and formative data; provide the Coaching Cycle.

Monthly, professional learning events are scheduled with topics collected from CLT discussions, classroom walk-throughs, and data review.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

All have been provided in the description.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Math is an area of focus for our school improvement because 280 students were assessed, and only 40% or 112 students were proficient in mathematics for grades 3, 4, and 5 in 202, and in 2019 54% of the students were proficient.

Measurable Outcome: Based on the baseline data from 2019, FSA Math data for grades 3rd, 4th, and 5th for the 2021/2022 school year will report 59% mathematics proficiency.
By June 2022, 57% of all students will be at or above learning expectations according to the Spring, final iReady math diagnostic, an increase of 5% from spring 2021.

Monitoring: Mathematics will be progressed monitored using i-ready math diagnostic assessment, iSMs, and curriculum/CLT formative data.

Person responsible for monitoring outcome: Danelle Roberts (robertd3@martinschools.org)

Implement at the Core for all students: Go Math; iReady lessons, Math in Practice; Number Talks, as observed through classroom walk-throughs, quarterly data chats with coaches and teachers, and weekly collaboratively planning sessions.

With a focus on using data to determine prescriptive next steps for each student, collaborative planning sessions and data chats will focus on the organization of small group instruction. The resource to support small group instruction is Mindset Math, which supports learning foundational mathematical skills, assigned iready instruction lessons, and guided math.

Evidence-based Strategy: Instructional Coaching supports: Focused Professional Learning around four high impact strategies: Tracking and monitoring with formative assessments; Using and providing high expectations; a critical content focus and organizing students to interact with content. Professional learning opportunities are planned around student formative and summative data, input from teachers, classroom learning walks, high expectations, critical content, formative assessment, organizing students for small group instruction.

Professional learning experiences include CLTs (at a minimum of 2 times weekly); Instructional Coaching supports, Instructional coaches design and facilitate Professional learning using mathematics curriculum, math in practice, guided math, mindset math, and item aspects to facilitate planning sessions with individual teachers and grade levels after school, include planning for effective instructional strategies related to mathematics, student engagement, and critical content; team and teacher goal setting through using summative and formative data; provide the Coaching Cycle.

Monthly, professional learning events are scheduled with topics including student engagement, benchmark assessment platform, editing and revising knowledge, vocabulary strategies, CUBES math strategy, use of formative data to determine instructional steps, organizing small group instruction, high expectations for student learning to close the achievement gap, identify the critical content of the standards.

Rationale for Evidence- All strategies included in this plan are evidence-based and research-based.

based

Strategy:

Action Steps to Implement

Collective walk-through classroom tool to be used by the administration, coaches, and teachers. A partnership between Danelle Roberts and McNair is responsible for this action step.

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

Instructional Coaching support weekly CLTs. A partnership between Danelle Roberts and McNair is responsible for this action step.

Person Responsible Danelle Roberts (robertd3@martinschools.org)

They have prescribed a coaching cycle for new to the teaching profession, new to the grade level, teachers seeking growth in a specific area, or teachers needing additional support. A partnership between Danelle Roberts and McNair is responsible for this action step.

Person Responsible Danelle Roberts (robertd3@martinschools.org)

Instructional coaches collect, analyze, and make instructional recommendations to the administration during leadership meetings. A partnership between Danelle Roberts and McNair is responsible for this action step.

Person Responsible Danelle Roberts (robertd3@martinschools.org)

Quarterly data conversations between administration, coaches, and teachers. A partnership between Danelle Roberts and McNair is responsible for this action step.

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

Designed intervention and small group instruction to respond to areas of growth for students. A partnership between Danelle Roberts and McNair is responsible for this action step.

Person Responsible Danelle Roberts (robertd3@martinschools.org)

Professional development and follow-up look-for in academic priorities for high expectations, critical content, formative data, and organizing students to learn

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

Just in time, professional development opportunities for certain teachers based on fidelity walks for mathematics curriculum and academic priorities. A partnership between Danelle Roberts and McNair is responsible for this action step.

Person Responsible Danelle Roberts (robertd3@martinschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: 42 of the 95, 44%, students assessed on the 5th grade FSA Science were proficient in 202 and 49% proficient in 2019.

Measurable Outcome: Goal: By June of 2022, the number of students across all subgroups in 5th grade demonstrating Science proficiency will increase to 54%.

Monitoring: Science will be monitored through the Formative Assessment outlined by the curriculum department and teacher-created formatives during CLTs.

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

Pearson/Savvas Elevate Science text
 Differentiated instruction strategies
 Science Bootcamp Curriculum including Daily Practice Drills (5th grade only)
 Hands-on learning through experiments
 Data focused conversations
 District Science Coordinator to help with instructional strategies
 Professional learning opportunities are planned around student formative and summative data, input from teachers, classroom learning walks, high expectations, critical content, formative assessment, organizing students for small group instruction.

Evidence-based Strategy: Professional learning experiences include CLTs (at a minimum of 2 times weekly); Instructional Coaching supports, Instructional coaches design and facilitate Professional learning using mathematics curriculum, math in practice, guided math, mindset math, and item aspects to facilitate planning sessions with individual teachers and grade levels after school, include planning for effective instructional strategies related to mathematics, student engagement, and critical content; team and teacher goal setting through using summative and formative data; provide the Coaching Cycle.

Monthly, professional learning events are scheduled with topics including student engagement, benchmark assessment platform, editing and revising knowledge, vocabulary strategies, CUBES math strategy, use of formative data to determine instructional steps, organizing small group instruction, high expectations for student learning to close the achievement gap, identify the critical content of the standards.

Rationale for Evidence-based Strategy: A hands-on approach to learning science builds students' backgrounds and is engaging. The vocabulary highlighted in the new Benchmark program supports the background information for students in science.

Action Steps to Implement

Collective walk-through classroom tool to be used by the administration, coaches, and teachers.

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

Instructional Coaching support weekly CLTs.

Person Responsible Suzanne Stout (stouts@martinschools.org)

They prescribed a coaching cycle for new to the teaching profession, new to the grade level, teachers seeking growth in a specific area, or teachers needing additional support.

Person Responsible Suzanne Stout (stouts@martinschools.org)

Instructional coaches collect, analyze, and make instructional recommendations to the administration during leadership meetings.

Person Responsible Suzanne Stout (stouts@martinschools.org)

Quarterly data conversations between administration, coaches, and teachers.

Person Responsible [no one identified]

Targeted small group instruction designed around CFAs.

Person Responsible Suzanne Stout (stouts@martinschools.org)

Professional development and follow-up look-for in academic priorities for high expectations, critical content, formative data, and organizing students to learn

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

Just in time, professional development opportunities for certain teachers based on fidelity walks for benchmark and academic priorities.

Person Responsible Suzanne Stout (stouts@martinschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

113 of 279 students assessed on the FSA for 2021 were reported proficient in grades 3rd, 4th, and 5th, with an overall proficiency average of 41%.

Measurable Outcome:

Overall, according to the FSA, students will perform at 48% proficiency, a 5% increase from previous 2019 FSA data.

Monitoring:

By June 2022, JDP students will score 80% on Benchmark Interim 4 Assessment. This number is representative of a 20% increase across all students. (Average for Benchmark Interim 1 Assessment=38%)

Person responsible for monitoring outcome:

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

With a focus on using data to determine prescriptive next steps for each student, collaborative planning sessions and data chats will focus on the organization of small group instruction. The resource to support small group instruction Benchmark Intervention, reteach of the student notebook/workbook, and the blueprint.

Instructional Coaching supports- see description in school information: Focused Professional Learning around four high impact strategies: Tracking and monitoring with formative assessments; Using and providing high expectations; a critical content focus and organizing students to interact with content. Professional learning opportunities are planned around student formative and summative data, input from teachers, classroom learning walks, high expectations, critical content, formative assessment, organizing students for small group instruction.

Evidence-based Strategy:

Professional learning experiences include CLTs (at a minimum of 2 times weekly); Instructional Coaching supports, Instructional coaches design and facilitate Professional learning using Benchmark curriculum, facilitated planning sessions with individual teachers and grade levels after school, include planning for effective instructional strategies related to mathematics, student engagement, and critical content; team and teacher goal setting through using summative and formative data; provide the Coaching Cycle.

Monthly, professional learning events are scheduled with topics including student engagement, benchmark assessment platform, editing and revising knowledge, vocabulary strategies, use of formative data to determine instructional steps, organizing small group instruction, high expectations for student learning to close the achievement gap, identify the critical content of the standards.

Rationale for Evidence-based Strategy:

The greatest need for improvement at JD Parker Elementary is literacy for all students.

Action Steps to Implement

Collective walk-through classroom tool, provided by the district for Benchmark Advanced, to be used by the administration, coaches, and teachers.

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

Instructional Coaching support weekly CLTs. Both Jessica Addoriso and Jamie Hawkins are responsible for the implementation of this action step.

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

They prescribed a coaching cycle for new to the teaching profession, new to the grade level, teachers seeking growth in a specific area, or teachers needing additional support. Both Jessica Addoriso and Jamie Hawkins are responsible for the implementation of this action step.

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

Instructional coaches collect, analyze, and make instructional recommendations to the administration during leadership meetings. Both Jessica Addoriso and Jamie Hawkins are responsible for the implementation of this action step.

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

Professional development in academic priorities for high expectations, critical content, formative data, and learning organizing students.

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

Just in time, professional development opportunities for certain teachers based on fidelity walks for benchmark and academic priorities. Both Jessica Addoriso and Jamie Hawkins are responsible for the implementation of this action step.

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

#4. Instructional Practice specifically relating to Small Group Instruction

Area of Focus
Description and Rationale: Deliberate planning for small group instruction and intervention is a priority to ensure we accurately determine the academic needs, appropriate resources for curriculum for both literacy and mathematics.

Measurable Outcome: The learning gains for students in literacy will increase from 54% from 2021 to 59% for 2022.

Monitoring: By June 2022, all K-5 students receiving Tier 2 or Tier 3 interventions will have a positive response to intervention. Easy CBM will be used to make informed decisions on response to intervention. Built-in common formative assessments designed by the CLT teams will monitor the effectiveness of remediation.

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

Evidence-based Strategy: Intervention materials listed on MCSD’s Reading Plan Decision Tree
 JDP MTSS Leadership Meetings weekly
 Master Schedule developed with daily, whole-school intervention time
 Staff professional learning opportunities
 Student Concern Form developed and distributed to teachers
 Activate area experts at District Office when needed
 Intervention fidelity Walks
 Small group instruction with progress monitoring using EasyCBM. Student data will be monitored by the teacher weekly and the MTSS Leadership Team every 4 weeks for Tier 2 students and every 2 weeks for Tier 3 students.
 Using data to identify students struggling with fundamental skills, students will be hand-selected for after-school tutoring for literacy, math, and science.
 Bottom Quartile students receive core instruction, differentiated instruction with the teacher, and tiered intervention with an intervention teacher.

Rationale for Evidence-based Strategy: Deliberate planning for instruction for remediation and regular progress monitoring of our students that have learning gaps will increase the learning rate to close the gap for our most vulnerable students.

Action Steps to Implement

In partnership with instructional coaches, CLTs, and individual teachers per coaching notes, small group instruction for reteaching, enrichment, and intervention will be prescribed using aligned resources and progress monitoring.
 Jessica Addoriso, Danelle Roberts, LaShawnda McNair, Suzanne Stout, and Jamie Hawkins are responsible for the implementation of this action step.

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

Collective walk-through classroom tool to be used by the administration, coaches, and teachers. Both Jessica Addoriso and Jamie Hawkins are responsible for the implementation of this action step. Jessica Addoriso, Danelle Roberts, LaShawnda McNair, Suzanne Stout, and Jamie Hawkins are responsible for the implementation of this action step.

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

Instructional Coaching support weekly CLTs in the development of small group instruction. Jessica Addorisio, Danelle Roberts, LaShawnda McNair, Suzanne Stout, and Jamie Hawkins are responsible for the implementation of this action step.

Person Responsible Danelle Roberts (robertd3@martinschools.org)

After-school tutoring opportunities will be created for students identified in our bottom quartile and below the progress criteria in the reading plan (interim and unit assessment data between 40%-59% for supplemental instruction and intensive instruction 0-39%). Jessica Addorisio, Danelle Roberts, LaShawnda McNair, Suzanne Stout, and Jamie Hawkins are responsible for the implementation of this action step.

Person Responsible Danelle Roberts (robertd3@martinschools.org)

Professional development and follow-up look-for in academic priorities for high expectations, critical content, formative data, and organizing students to learn

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

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	ESSA has identified SWDs as an area of concern. The students are not performing to expectations compared to their cohort.
Measurable Outcome:	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
Monitoring:	FSA data 2022
Person responsible for monitoring outcome:	Nicole Rathnaw (rathnan1@martin.k12.fl.us)
Evidence-based Strategy:	<p>Strategic Scheduling; Collaborative teaching model and planning for effective instruction; IEP Goal Setting</p> <p>Flexible Grouping; Strategic Scheduling-Master Schedule to align resources to support student learning. Strategically schedule personnel to support students based on needs. Collaborative teaching model to provide more prescriptive specialized instruction for social and emotional learning, as well as academics and independent functioning.</p> <p>Goal development will be made in partnership with the student and the IEP team. Goals will be relative to the students learning and achievable.</p> <p>It is expected that ESE teachers are working in conjunction with Gen. Ed. teachers in small group instruction following the schedule. This would require planning time- attending CLTs will help with the planning time. The expectations:</p> <ul style="list-style-type: none"> *Follow the master schedule and the daily schedule. *Use curriculum Benchmark/Go Math/My Math, Benchmark Intervention/GO Math Reteach and My Math *Reteach, Mindset Math, SPIRE/Sounds Sensible (if called for), reteach small groups to skills as determined through planning.
Rationale for Evidence-based Strategy:	<ul style="list-style-type: none"> *Math Basic Number sense * FUNdations reteach *Use SPIRE/Sound Sensible when it is called for according to the IEP or student needs. *During classroom instruction, each teacher has their role and is planned for instruction with resources and an understanding of the content. *ESE students must meet with Gen. Ed. teachers *Active instruction is occurring- not over the shoulder watching, on the phone, social support, etc. Planned active instruction.

Action Steps to Implement

In partnership with instructional coaches, CLTs, and individual teachers per coaching notes, small group instruction for reteaching, enrichment, and intervention will be prescribed using aligned resources and progress monitoring. All coaches are responsible for their focus area. Jessica Addorisio, Danelle Roberts, LaShawnda McNair, Suzanne Stout, and Jamie Hawkins are accountable for the implementation of this action step.

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

Instructional Coaching supports weekly CLTs to develop small group instruction and targeted tiered intervention. Jessica Addorisio, Danelle Roberts, LaShawnda McNair, Suzanne Stout, and Jamie Hawkins are responsible for the implementation of this action step.

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

#6. Leadership specifically relating to Instructional Leadership Team

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

Area of Focus Description and Rationale:

**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, 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.

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.

Monitoring:

Climate survey

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 a practical 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 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 capable educators and activating their strengths will multiply the efforts throughout the grade levels and classrooms. With this in mind, JDP has expanded its leadership team from 5 to 12 educators. Along with the expansion, leadership development will develop the skills and enhance their strengths to maximize the urgent work to improve the outcomes for all learners.

Rationale for Evidence-

Enhance Collective Efficacy

based

Strategy:

Action Steps to Implement

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.

The instructional leadership team will: model a growth mindset and coach 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)

With the Instructional Cabinet, the Instructional Round structure will collectively develop four common learning look-for: critical content from the standards, organizing students to interact with content, using formative assessment and organizing students for learning, and setting high expectations for students learning. This process of learning walks is to sharpen the understanding of the instructional core and enhance active learning among adult learners on campus. This process focuses on objective data collection through observation, analysis, discussion, and collective 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)

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 experience 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, 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 design small group lesson plans to increase student proficiency collectively

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

#7. 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, 90% of all teachers will be using all the components of the daily meetup daily in their classrooms

Monitoring: Monitoring of minor and major ODR

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 evidence-based that when done consistently in the classroom, schools have noted increased student engagement, improved school climate, and less disruptive behaviors.

Action Steps to Implement

Teachers will continue to familiarize themselves with the components of Harmony SEL.

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

Teachers will create a supportive classroom climate by ensuring all students feel emotionally safe and a part of a community.

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

Teachers will incorporate SEL into the current classroom curriculum and help develop a growth mindset.

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

Lunch Bunch supports with Social Services Support.

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

#8. 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 multitiered behavioral framework for improving school systems and practices impacting student outcomes. Often 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 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 School of Resiliency award to a Silver Model School award according to the FLPBIS criteria.

Monitoring: Decrease in minor and major discipline ODRs

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

Evidence-based Strategy: This school year, the PBIS team has problem solved 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 robust 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 strengthen our school's core PBIS implementation.

Action Steps to Implement

The PBIS team will meet once a month and is open to add a teacher from each grade level.

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

The PBIS team will create weekly, monthly, and quarterly incentives to ensure all students are continuously engaged in the program.

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

The PBIS will problem-solve around high problem locations, behaviors, and students to ensure a decrease in office discipline referrals.

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

The PBIS team will meet once a month and is open to add a teacher from each grade level.

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

The PBIS team will create weekly, monthly, and quarterly incentives to ensure all students are continuously engaged in the program.

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

The PBIS will problem-solve around high problem locations, behaviors, and students to ensure a decrease in office discipline referrals.

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

#9. 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 regularly. This school year, the students are receiving instruction only in person. Over the past two months, we have found that our daily attendance rate has been down compared to years prior due to students being quarantined.

Measurable Outcome: By the end of 2020-2021, the school year will decrease the number of students absent will be reduced to 10% or more from school by 5% as measured by school data, with a goal of a minimum of 95% attendance for the school year.

Monitoring: weekly attendance reports

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 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

The attendance team will hold weekly meetings discussing tier 2 and tier 3 students.

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

The attendance team will provide attendance interventions for high-needs students.

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

The attendance team will hold parent meetings to help assist the family unit in assisting with barriers.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

a. Describe how the school addresses building positive school culture and environment.
Over the last four years, JD Parker School of Science, Math, and Technology has reconstructed Positive Behavior Intervention and Supports. During the 2019-2020 school year, the PBIS team participated in extensive training and coaching from the school district Prevention Intervention Program Specialist to help restructure and strengthen Tier 1 Behavior supports. Last school year, the PBIS team began working with the teacher to ensure basic PBIS practices. Teachers were required to have a classroom matrix, predetermined consequences, and rewards implemented in the classroom. We offer teachers de-escalation, classroom management (STOIC), and Social-Emotional Learning professional development this school year. All of the adults at JDP are encouraged to build positive relationships with students and promote positive behaviors.

b. Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Nicole Rathnaw, Principal: Promoting PBIS and SEL campus-wide, Coaching and training all adults in PBIS, offering Professional Development, monitoring minor and major referrals, following progressive discipline outlined in the MCSD Code of Conduct, ensuring fair and equitable consequences, PBIS parent outreach

Shameeka White, Assistant Principal: Promoting PBIS and SEL campus-wide, Coaching and training all adults in PBIS, offering Professional Development, monitoring minor and major referrals, following progressive discipline outlined in the MCSD Code of Conduct, ensuring fair and equitable consequences, PBIS parent outreach

Emily Gallo, School Counselor: Promoting PBIS and SEL campus-wide, Coaching and training all adults in PBIS, PBIS parent outreach

Jodi Wintercorn- Matt Kovach, PBIS team, leads: Promoting PBIS and SEL campus-wide, Coaching and training all adults in PBIS.

Janae Bell, District Social Services Staff: PBIS and SEL campus-wide, Coaching and training all adults in PBIS, PBIS parent outreach

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.

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, Gertrude Walden Early Learning Center, YMCA, and East Stuart Youth Initiative, the Education Foundation of Martin County to provide books and learning materials to our students. 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. According to our climate survey, parents are nearly 90% satisfied overall with JDP and feel that both academics and school operations are effective and learn.

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 well attended diverse in the parents and community partners. The PTO helps support fun activities for the students throughout the year and does a fantastic 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

A focus group will seek to enlist parent input for each of our subgroups so we can have an increase in parent involvement. We have also started parent universities events to obtain more feedback from not only parents but the community.

- Janea Bell, District Social Services Staff
- Osmari Rosario, Parent Liasion
- Emily Gallo, School Counselor
- School Advisory Council Chair, Erin Kirkwood
- School Advisory Council per membership and participants
- Parent-Teacher Organization
- The community relations of Stuart Police Department
- The Rocking Horse Foundation

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0051 - J. D. Parker School Of Technology	Other Federal		\$3,500.00
			<i>Notes: Tutoring and BootCamps</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$500.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0051 - J. D. Parker School Of Technology	Other Federal		\$500.00
			<i>Notes: 5th Grade Tutoring</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0051 - J. D. Parker School Of Technology	Other Federal		\$3,500.00
4	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	0051 - J. D. Parker School Of Technology	General Fund		\$500.00
			<i>Notes: Supplemental resources for small group instruction.</i>			
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
6	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
					Total:	\$8,000.00