

Martin County School District

J. D. Parker School Of Technology



2022-23 Schoolwide Improvement Plan

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J. D. Parker School Of Technology

1010 SE 10TH ST, Stuart, FL 34996

martinschools.org/o/jdpes

Demographics

Principal: Melissa Riviotta

Start Date for this Principal: 7/15/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: C (51%) 2017-18: C (53%)
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	ATSI
* 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.

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martinschools.org/o/jdpes

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	76%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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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 students 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Riviotta, Melissa	Principal	<ul style="list-style-type: none"> • Support and actualize the District/School mission and vision • Communicate effectively and appropriately within the school and community • Promote public relations and facilitates positive communications between the school and community • Observe and evaluate the performance of employees in accordance with collective bargaining agreements • Interview and recommend applicants for employment according to federal, state and county policies and procedures • Demonstrate appropriate knowledge of curriculum, and evaluates the instructional program and serve as the instructional leader • Establish a positive school climate that includes high expectations, clearly defined goals and objectives • Organize and supervise programs, tasks, and materials to enhance student learning and teacher effectiveness • Implement and lead staff development for professional learning • Oversee all curricular and extracurricular activities of the students and school • Administer and improve the total school program in compliance with all procedures, standards, and regulations; allocates resources, supervises personnel, and coordinates schedules • Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff • Supervise the maintenance and operation of all school facilities and grounds • Organize and manage meetings, conflicts, reports, and paperwork • Develop a school budget, according to established school board, county, and state regulations and guidelines • Determine the validity and appropriateness of purchases; demonstrate consistently appropriate fiscal management of funds for which he/she is responsible in compliance with all applicable rules and regulations • Delegate and maintain responsibility of tasks as appropriate • Build capacity of leaders • Member of Disaster Recovery Team (Shelter Site) • Principals are designated as essential employees under the Martin Activation Program or (MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation at a school site • Perform other duties as assigned

Name	Position Title	Job Duties and Responsibilities
White, Shameeka	Assistant Principal	<p>Assume responsibility of the school site in the absence of the principal</p> <ul style="list-style-type: none"> • Support and actualize the District/School mission and vision • Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff • Communicate effectively and appropriately with all stakeholders • Promote public relations and facilitates positive communications between the school and community • Observe and evaluate the performance of employees in accordance with collective bargaining agreements • Interview applicants for employment according to federal, state and county policies and procedures • Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional program and serve as an instructional leader • Support a positive school climate that includes high expectations, , clearly defined goals and objectives • Lead and support staff development for professional learning • Assist in building capacity of leaders • Delegate and maintain responsibility of tasks as appropriate • Serve as a member of Disaster Recovery Team (shelter site) • Assistant Principals are designated as essential employees under the Martin Activation Program or (MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation at a school site • Perform other duties as assigned
Hawkins , Jamie	Reading Coach	<p>*Develop and use district assessment strategies to assist the continuous development of students.</p> <p>*Coordinate the administration of ELA assessments.</p> <p>* Interpret data (including but not limited to standardized and other test results) for screening, diagnosis, instructional planning, progress monitoring and program evaluation.</p> <p>*Communicate, in understandable terms, individual student progress to parents and professional colleagues who need access to the information.</p> <p>*Work with and support the classroom teacher in providing a balanced literacy program.</p> <p>*Assist in implementing and monitoring the ELA curriculum.</p> <p>*Assist the Problem Solving/Intervention Team with matching appropriate interventions with the identified area of concern.</p> <p>* Assist the school in developing and implementing a Multi-Tiered System</p>

Name	Position Title	Job Duties and Responsibilities
		<p>of Supports (MTSS).</p> <ul style="list-style-type: none"> *Assist in reading curriculum revision and development based on analyzed data for effectiveness. *Assist with the selection of appropriate evidence based research literacy resources related to identified needs at the school site. *Demonstrate knowledge and understanding of subject matter. *Make presentations and model instructional strategies for staff. *Communicate high learning expectations for all students. *Apply principles of learning and effective teaching in instructional delivery. *Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities. *Use appropriate material, technology, and other resources to help meet learning needs of all students and discard those that have been found ineffective. *Supporting teacher's instructional practices through guided reflection/ lesson study. *Design and implement a coaching plan.
Addorizio, Jessica	Reading Coach	<ul style="list-style-type: none"> *Develop and use district assessment strategies to assist the continuous development of students. *Coordinate the administration of ELA assessments. * Interpret data (including but not limited to standardized and other test results) for screening, diagnosis, instructional planning, progress monitoring and program evaluation. *Communicate, in understandable terms, individual student progress to parents and professional colleagues who need access to the information. *Work with and support the classroom teacher in providing a balanced literacy program. *Assist in implementing and monitoring the ELA curriculum. *Assist the Problem Solving/Intervention Team with matching appropriate interventions with the identified area of concern. * Assist the school in developing and implementing a Multi-Tiered System of Supports (MTSS). *Assist in reading curriculum revision and development based on analyzed data for

Name	Position Title	Job Duties and Responsibilities
		<p>effectiveness.</p> <ul style="list-style-type: none"> *Assist with the selection of appropriate evidence based research literacy resources related to identified needs at the school site. *Demonstrate knowledge and understanding of subject matter. *Make presentations and model instructional strategies for staff. *Communicate high learning expectations for all students. *Apply principles of learning and effective teaching in instructional delivery. *Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities. *Use appropriate material, technology, and other resources to help meet learning needs of all students and discard those that have been found ineffective. *Supporting teacher's instructional practices through guided reflection/ lesson study. *Design and implement a coaching plan.
Roberts, Danelle	Math Coach	<ul style="list-style-type: none"> *Develop and use district assessment strategies to assist the continuous development of students. *Coordinate the administration of site-based and district wide math assessments. *Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning, progress monitoring and program evaluation. *Communicate, in understandable terms, individual student progress to parents and professional colleagues who need access to the information. *Work with and support the classroom teacher in providing support for students. *Assist in implementing and monitoring the math curriculum. *Assist the Problem Solving/Intervention Team with matching appropriate interventions with the identified area of concern. *Assist the school in developing and implementing a Multi-Tiered System of Supports (MTSS). *Assist in mathematics curriculum revision and development based on data analysis. *Assist with the selection of appropriate research and evidence-based mathematical materials related to needs at the school site. *Demonstrate knowledge and understanding of subject matter.

Name	Position Title	Job Duties and Responsibilities
McNair, LaShawnda	Math Coach	<ul style="list-style-type: none"> *Make presentations and model instructional strategies for staff. *Communicate high learning expectations for all students. * Apply principles of learning and effective teaching in instructional delivery. *Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities. *Use appropriate material, technology, and other resources to help meet learning needs of all students and discard those that have been found ineffective. *Supporting teacher's instructional practices through guided reflection/ lesson study. *Design and implement a coaching plan. *Develop and use district assessment strategies to assist the continuous development of students. *Coordinate the administration of site-based and district wide math assessments. *Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning, progress monitoring and program evaluation. *Communicate, in understandable terms, individual student progress to parents and professional colleagues who need access to the information. *Work with and support the classroom teacher in providing support for students. *Assist in implementing and monitoring the math curriculum. *Assist the Problem Solving/Intervention Team with matching appropriate interventions with the identified area of concern. *Assist the school in developing and implementing a Multi-Tiered System of Supports (MTSS). *Assist in mathematics curriculum revision and development based on data analysis. *Assist with the selection of appropriate research and evidence-based mathematical materials related to needs at the school site. *Demonstrate knowledge and understanding of subject matter. *Make presentations and model instructional strategies for staff. *Communicate high learning expectations for all students. * Apply principles of learning and effective teaching in instructional delivery. *Use a variety of instructional strategies appropriate for teaching students

Name	Position Title	Job Duties and Responsibilities
		<p>from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.</p> <p>*Use appropriate material, technology, and other resources to help meet learning needs of all students and discard those that have been found ineffective.</p> <p>*Supporting teacher's instructional practices through guided reflection/ lesson study.</p> <p>*Design and implement a coaching plan.</p>
Stout, Suzanne	Science Coach	<p>*Develop and use district assessment strategies to assist the continuous development of students.</p> <p>*Coordinate the administration of site-based and district wide science assessments.</p> <p>*Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning, progress monitoring and program evaluation.</p> <p>*Communicate, in understandable terms, individual student progress to parents and professional colleagues who need access to the information.</p> <p>*Work with and support the classroom teacher in providing support for students.</p> <p>*Assist in implementing and monitoring the science curriculum.</p> <p>*Assist the Problem Solving/Intervention Team with matching appropriate interventions with the identified area of concern.</p> <p>*Assist the school in developing and implementing a Multi-Tiered System of Supports (MTSS).</p> <p>*Assist in science curriculum revision and development based on data analysis.</p> <p>*Assist with the selection of appropriate research and evidence-based mathematical materials related to needs at the school site.</p> <p>*Demonstrate knowledge and understanding of subject matter.</p> <p>*Make presentations and model instructional strategies for staff.</p> <p>*Communicate high learning expectations for all students.</p> <p>* Apply principles of learning and effective teaching in instructional delivery.</p> <p>*Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.</p> <p>*Use appropriate material, technology, and other resources to help meet</p>

Name	Position Title	Job Duties and Responsibilities
		<p>learning needs of all students and discard those that have been found ineffective.</p> <p>*Supporting teacher's instructional practices through guided reflection/ lesson study.</p> <p>*Design and implement a coaching plan.</p>
Gallo, Emily	School Counselor	<p>Develop guidance program and services based on developmental needs of students, needs assessments, and school and district priorities</p> <p>? Communicate effectively with parents/caregivers about the programs and services, and any changes which may impact their children</p> <p>? Implement, coordinate, and monitor school-wide counseling services and activities</p> <p>? Administer assessment, and aid in interpreting scores, and communicating results</p> <p>? Provide personal/social growth counseling (individual and group) concerning academic success, understanding of self and others, communication skills, decision-making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence</p> <p>? Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action</p> <p>? Facilitate the problem Solving/Intervention Team, as assigned by the principal, in accordance with school, district, and state laws, rules, and policies</p> <p>? Assist the Multi-Tiered System of Supports (MTSS) to match appropriate interventions to the identified area of concern</p> <p>? Provide crisis intervention services including follow-up services as appropriate</p> <p>? Establish an effective working relationship with outside services and make appropriate referrals for psychological, social work, health, and community services</p> <p>? Maintain professional and ethical standards as outlined by the American School Counselor Association and The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida</p> <p>? Perform other duties as assigned</p>

Demographic Information

Principal start date

Friday 7/15/2022, Melissa Riviotta

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

555

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	103	114	96	99	97	127	0	0	0	0	0	0	0	636
Attendance below 90 percent	37	41	29	28	29	0	0	0	0	0	0	0	0	164
One or more suspensions	0	1	2	2	3	2	0	0	0	0	0	0	0	10
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 2022 statewide FSA ELA assessment	0	0	0	25	28	45	0	0	0	0	0	0	0	98
Level 1 on 2022 statewide FSA Math assessment	0	0	0	35	24	41	0	0	0	0	0	0	0	100
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	22	23	34	0	0	0	0	0	0	0	81

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	0	0	0	0	13
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 8/22/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	53%	56%				43%	58%	57%
ELA Learning Gains	52%						46%	59%	58%
ELA Lowest 25th Percentile	41%						45%	56%	53%
Math Achievement	44%	43%	50%				54%	65%	63%
Math Learning Gains	56%						62%	65%	62%
Math Lowest 25th Percentile	55%						59%	53%	51%
Science Achievement	34%	54%	59%				49%	58%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	54%	-12%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	35%	57%	-22%	58%	-23%
Cohort Comparison		-42%				
05	2022					
	2019	46%	55%	-9%	56%	-10%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	58%	-7%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	51%	67%	-16%	64%	-13%
Cohort Comparison		-51%				
05	2022					
	2019	56%	64%	-8%	60%	-4%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	41	35	24	56	50	27				
ELL	31	39	30	39	46	55	18				
BLK	25	54	50	20	51	50	11				
HSP	36	42	36	43	50	55	23				
MUL	42			37							
WHT	64	70		65	77		56				
FRL	32	44	41	32	47	54	20				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2022 FSA data indicates 42% of students grades 3-5 scored proficient on the spring assessment. This is a 1% increase from 2021. Third grade increased proficiency from 21/22 4% and decreased Level 1s 13%. Fourth grade proficiency increased 8% from 21/22 and decreased the percentage of students scoring a Level 1 by 8%. Fifth grade decreased proficiency 6% and increased the percentage of students scoring a Level 1 19%. Learning gains of the bottom quartile in ELA decreased 13%.

The 2022 FSA data indicates that 44% of students overall in grades 3-5 scored proficient on the spring assessment. This is a 4% increase from 2021. Third grade increased proficiency 14% and decreased the percentage of students scoring a level 1 by 10%. Fourth grade decreased proficiency by 2%, while 5th grade increased proficiency 2%.

In Science, 31% of the fifth-grade students scored proficient on the 2022 spring assessment. This is an 11% decrease from 2021. In addition, the percentage of students scoring a level 1 in science increased 18%.

Notable subgroup trends include only 25% of our Black/African American students were proficient in ELA, 20% were proficient in math, and 11% in science. Students with Disabilities subgroup, 23% were proficient in ELA, 24% in math, and 27% in science. A significant performance discrepancy between our male/female students in both math and science is noted. In math, only 38% of females scored proficient, compared to 50% of the males. In science, 24% of females were proficient, compared to 43% of males.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement overall is in literacy for all students, with explicit monitoring of our students with disabilities and black subgroups. Our fifth grade data component in both ELA and science demonstrate the greatest need for improvement. Fifth-grade ELA proficiency decreased 6% and science

decreased 11%. The percentage of 5th grade students scoring a level 1 in ELA increased 19% and in science increased 18%.

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

The greatest factor in the decrease in proficiency for our fifth-grade students can be attributed to the learning loss students encountered during Covid. These students missed significant learning opportunities during both third and fourth grade due to the impacts of the pandemic.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall math proficiency increased 4% from the 2021 FSA to the 2022 FSA. Third grade math proficiency increased 14% and decreased the percentage of students scoring a Level 1 by 10%. In ELA, fourth grade increased the percentage of students scoring proficiency by 8%.

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

Progress monitoring data was used to determine students that needed more targeted interventions. Tier 2 groups were created to help remediate missed skills. Math Boot Camps were also utilized in grades 3-5. These bootcamps provided intensive skill based instruction to allow students to access on grade level standards.

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 math instruction, and of envision Florida B.E.S.T. Mathematics program for math. The leadership team prioritizes reviewing data, 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 (CLTs) are the foundation of our school's success. CLTs provide a way to organize our school and meeting the needs of all our students. CLTs meet weekly with the content coaches to plan differentiated, rigorous instruction that is aligned to the grade level standard. They are responsible for implementing the district adopted curriculum with fidelity since it is closely aligned with the state adopted standards. Continuation in utilizing the MTSS process to develop intensive supports for students who are performing below grade level expectations will remain a focus this school year.

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.

JD Parker will be participating in professional development aligned to the science of reading through the Reading Achievement Initiative for Scholastic Excellence (RAISE) program. JD Parker will receive support from the State Regional Literacy Director focusing on improving implementation of evidence-based reading instruction and intervention, as well as initial and ongoing professional learning and support for effective implementation of the B.E.S.T. standards. Teachers will participate in the coaching cycle as a method of professional development and will receive targeted feedback from observations.

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

Developing a solid understanding of the science of reading will help to ensure sustainability of improvement as teachers will better understand the foundational skills needed for students to become literate. Learning about the science of reading will help teachers to better align remediation lessons to strengthen foundational skills with struggling readers. JD Parker participates in the Reading Achievement Initiative for Scholastic Excellence. We are provided weekly support and learning from the State Regional Literacy Director assigned to our school.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Only 42% of the students in grades 3-5 scored at or above proficiency in English Language Arts as indicated on the 2022 spring administration of the FSA. This includes only 37% of our fifth graders were proficient in reading.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve.****This should be a data based, objective outcome.**

By June 2023, 54% of students in grades 3-5 will score at or above proficiency in English Language Arts as evidence by the FAST PM3.

Monitoring:**Describe how this Area of Focus will be monitored for the desired outcome.**

English Language Arts will be progress monitored using the FAST progress monitoring assessments given three times per year. In addition, data from Benchmark unit assessments, student work samples, and classroom observations will used to monitor progress. Data will be monitored by both the collaborative learning teams and the literacy leadership team.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:**Describe the evidence-based strategy being implemented for this Area of Focus.**

Good readers use many forms of thinking and analyzing text as they read. It is important to teach beginning readers strategies for constructing meaning from text. Students will learn to use reading comprehension strategies independently through gradual release of responsibility. Students will be taught to decode words, analyze word parts, and write and recognize words is an evidence-based strategy to increase ELA proficiency. Teachers will use Foundations, Heggerty, and Benchmark curriculums to teach sound-spelling patterns and word parts.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Teaching comprehension strategies (activating prior knowledge, questioning, visualization, monitoring or clarifying, inferencing, and retelling) help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak knowledge related to the text. The more words students read and learn sound-spelling patterns and word parts, the more they will be able to recognize words in both familiar/unfamiliar contexts. Helping students to immediately recognize high-frequency words facilitates more fluent reading. Increasing the ease of word recognition allows students to focus more on word meaning when they read, ultimately supporting reading comprehension.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Careful analysis of the FAST PM and Benchmark assessment data will enable us to target students who need remediation in order to access the on-grade level standard.

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

Use of Foundations and Heggerty curriculum to provide foundational reading instruction.

Person Responsible Jamie Hawkins (hawkinj@martinschools.org)

Ensure that all K-2 students memorize sight words.

Person Responsible Jamie Hawkins (hawkinj@martinschools.org)

Communication of high expectations for all learners.

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

Weekly MTSS meetings to ensure that interventions are in place for struggling learners.

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

Weekly collaborative planning with content coaches to develop rigorous standards-based lessons.

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

Teachers participate in Science of Reading professional development through the RAISE program.

Person Responsible Jamie Hawkins (hawkinj@martinschools.org)

Intentional monitoring of ESSA subgroup data.

Person Responsible Melissa Riviotta (riviottm@martinschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Only 44% of the students in grades 3-5 scored at or above proficiency in Mathematics as indicated on the 2022 spring administration of the FSA.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, 54% of students in grades 3-5 will score at or above proficiency in Math as evidence by the FAST PM3.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Math will be progress monitored using the FAST progress monitoring assessments given three times per year. In addition, data from enVision assessments, student work samples, and classroom observations will used to monitor progress.

Person responsible for monitoring outcome:

Melissa Riviotta (rivotm@martinschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Automaticity of basic facts is critical for success in math. Part of the daily math instruction will Include a minimum of 5 minutes/day practice in basic fact retrieval. In addition, research states that instruction during the intervention time should be explicit and systematic. Explicit instruction clearly identifies the skills or concepts to be learned, connects the new content to previous learning, gives precise instructions, models concepts or procedures in a step-by-step manner and includes “think alouds” while demonstrating the concept or procedure, provides opportunities to practice, using gradual release, encourages the student to verbalize the strategy he is using to solve the problem and his

implemented for this Area of Focus.

reasons for doing so, offers specific feedback about correct and incorrect actions, and includes reteaching and clarifying instructions.

Rationale for Evidence-based Strategy:**Explain the rationale for selecting this specific strategy.**

Research on cognitive load supports the idea that we all have a limited cognitive capacity at any given moment. Students that lack basic fact fluency will continue to struggle with computation of multistep computations. Mathematics intervention research indicates that explicit instruction is one of the most effective instructional approaches for teaching students with or at risk for math difficulties. Explicit instruction is a systematic approach that facilitates important instructional interactions between teachers and students around critical math content

Describe the resources/ criteria used for selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Careful analysis of the FAST PM and enVision topic assessment data will enable us to target students who need remediation in order to access the on-grade level standard.

Person**Responsible**

Danelle Roberts (robertd3@martinschools.org)

enVision is the new curriculum adopted by our district and it is closely aligned with the BEST standards. We will focus on learning and implementing the new curriculum with fidelity.

Person**Responsible**

Danelle Roberts (robertd3@martinschools.org)

Weekly collaborative planning with content coaches to develop rigorous standards-based lessons.

Person**Responsible**

LaShawnda McNair (mcnairl@martinschools.org)

Weekly MTSS meetings to ensure that interventions are in place for struggling learners.

Person**Responsible**

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

Daily fact fluency lessons and practice.

Person**Responsible**

LaShawnda McNair (mcnairl@martinschools.org)

Communication of high expectations for all learners.

Person**Responsible**

Danelle Roberts (robertd3@martinschools.org)

Intentional monitoring of ESSA subgroup data.

Person**Responsible**

Melissa Riviotta (riviottm@martinschools.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Only 31% of the students in grades 3-5 scored at or above proficiency in Science as indicated on the 2022 spring administration of the FSA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, 54% of students in grades 3-5 will score at or above proficiency in Science as evidence by the spring administration of the statewide science assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Science will be progress monitored using the FAST progress monitoring assessments given three times per year. In addition, data from assessments, student work samples, and classroom observations will used to monitor progress.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will incorporate reading strategies into the science block in order for students to access science knowledge from the curriculum.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All students participate in hand-on learning in the science lab with a certified teacher during the related arts time.

Person Responsible

Suzanne Stout (stouts@martinschools.org)

Students will participate in the science fair to implement their learning of the scientific method.

Person Responsible

Suzanne Stout (stouts@martinschools.org)

Use of Generation Genius to support science standards.

Person Responsible

Suzanne Stout (stouts@martinschools.org)

Use of Science Bootcamp to supplement science curriculum.

Person Responsible

Suzanne Stout (stouts@martinschools.org)

Incorporation of reading strategies into the science block to access content through text.

Person Responsible

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Systemically teaching students to decode words, analyze word parts, and write and recognize words will be an evidence-based strategy to increase proficiency in ELA for grades K-2. The more words students read and the more they learn sound–spelling patterns and word parts, the more they will be able to recognize words in both familiar and unfamiliar contexts. Similarly, helping students to immediately recognize high-frequency words facilitates more fluent reading. Increasing the ease of word recognition allows students to focus more on word meaning when they read, ultimately supporting reading comprehension.

In addition, we will specifically teach students how to use reading comprehension strategies. Good readers use many forms of thinking and analyzing text as they read. What Works Clearinghouse shows strong evidence for teaching beginning readers strategies for constructing meaning from text. Comprehension strategies help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Data from the 2022 spring administration of the FSA showed that only 42% of students in grades 3-5 were reading at or above proficiency. Good readers use many forms of thinking and analyzing text as they read. It is therefore important to teach beginning readers strategies for constructing meaning from text. A strategy is the intentional application of a cognitive routine by a reader before, during, or after reading a text. Explicitly teaching comprehension strategies (activating prior knowledge, questioning, visualization, monitoring or clarifying, inferencing, and retelling) help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text. Teachers will help students learn how to use comprehension strategies independently through the gradual release of responsibility. An important part of comprehension strategy

instruction is the active participation of students in the comprehension process. In addition, explicit instruction involves providing a sufficient amount of support, or scaffolding, to students as they learn the strategies to ensure success.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, 90% of students in grades K-2 will have memorize their sight words as measured by monthly sight word assessments and will develop a strong phonemic awareness and phonics foundation which will be measured by assessments in Heggerty and Foundations.

Grades 3-5: Measureable Outcome(s)

By June 2023, 54% of students in grades 3-5 will be able to read and comprehend on-grade level text as demonstrated by scoring at or above proficiency in English Language Arts by the spring FAST PM3.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

K-2- teachers will keep track of student progress towards meeting the goal of learning their sight words. As student achieve their grade level goal, they will be celebrated for their learning. Progress with phonemic awareness and phonics skills will also be measured through assessments. Students that are still struggling will receive more intensive instruction to ensure they will be able to meet their goal.

3-5- student progress towards on-grade level reading comprehension will be measure through Benchmark assessments. The data is entered on a schoolwide data tracking form which is monitored by the Instructional Cabinet and the MTSS team. Students who continue to struggle will receive more intensive instruction.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Riviotta, Melissa, rivotm@martinschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Specifically teaching students to decode words, analyze word parts, and write and recognize words, along with teaching beginning readers strategies for constructing meaning from text have been identified as strategies that show a strong level of evidence by the What Works Clearinghouse. These strategies also align with the district's K-12 Reading Plan and also to the B.E.S.T ELA Standards.

Comprehension strategies help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text. Teaching students to decode and recognize words and word parts was one of the effective instructional techniques identified by the National Reading Panel.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

K-2-The more words students read and the more they learn sound–spelling patterns and word parts, the more they will be able to recognize words in both familiar and unfamiliar contexts. Similarly, helping students to immediately recognize high-frequency words facilitates more fluent reading. Increasing the ease of word recognition allows students to focus more on word meaning when they read, ultimately supporting reading comprehension.

3-5- Teaching students how to use reading comprehension strategies helps readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text.

Good readers use many forms of thinking and analyzing text as they read. It is therefore important to teach beginning readers strategies for constructing meaning from text.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Specifically teach students sound-spelling patterns and word parts by implementing Heggerty's Phonemic Awareness and Foundations with fidelity. All teachers have been trained in the use of Heggerty and Foundations. Teachers participate in weekly collaborative learning teams with the literacy coach to plan lessons to teach sound-spelling patterns and word parts. Teachers regularly assess students on their progress. Assessment results are recorded on a data tracker. Data is reviewed by the literacy leadership team and additional supports will be added as needed.</p>	<p>Hawkins , Jamie , hawkinj@martinschools.org</p>
<p>Encouraging and helping students to immediately recognize high-frequency words. Students will receive sets of grade level high frequency words to practice. Teachers will assess students on their progress of knowing the words with automaticity. Teachers will record the results of the assessments on a data tracker that will be monitored by the literacy leadership team. Students will be incentivized to learn their high-frequency words.</p>	<p>Hawkins , Jamie , hawkinj@martinschools.org</p>
<p>Teach students how to use reading comprehension strategies to help increase understanding of text. Our district has adopted Benchmark as the curriculum to teach the B.E.S.T. standards. The curriculum has carefully selected text sets that on-grade level and provide students with opportunities to practice using reading comprehension strategies. Teachers will participate in weekly collaborative learning teams with the literacy coach to develop lessons using the Benchmark curriculum. Teachers will regularly assess students in reading comprehension and record on a data tracker. The literacy leadership team will analyze the data and provide additional supports and interventions as needed.</p>	<p>Addorisio, Jessica , addorij@martin.k12.fl.us</p>
<p>Increase student active participation in discussing the text. Many researchers think that it is not the specific strategy taught, but rather the active participation of students in the comprehension process that makes the most difference on students' comprehension. Teachers will participate in weekly collaborative learning teams with the literacy coach to plan activities and opportunities to actively engage all students in discussing the text. The literacy leadership team will conduct regular observations to gage the level of active vs. passive student engagement.</p>	<p>Addorisio, Jessica , addorij@martin.k12.fl.us</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

JD Parker School of Science, Math & Technology is truly a family-oriented school fully embraced by the community we serve. In order to create a positive school culture and environment, JD Parker follows Florida's PBIS model to provide a Tier 1 foundation that encourages positive interactions. Students are taught the schoolwide expectations of respect, ownership, citizenship, and kindness. These schoolwide expectations are modeled by staff members and reinforced during lunch and the morning announcements on a daily basis. ROCK IT cards are earned by students in all settings to encourage successful choices as well as for attendance. These cards can be exchanged for privileges in class, the ROCK IT store, and events throughout the school year. The Martin County School District provides the SEL/Character Counts morning mini-lessons and the teachers create reinforcing lessons around the focus behavior being taught.

The related arts teachers and the behavior support team assist with the Tier 1 lessons and skills to reinforce with students as they face challenges. Each month focuses on a specific character trait and students who demonstrate these traits are chosen for the student of the month. Students and parents are invited to celebrate this accomplishments in our monthly ROCKstar celebrations.

JD Parker works to create engaging and academic focused family involvement nights to increase student achievement and parent involvement. This year we will be hosting four academic family nights where parents will be provided resources and skills to use to reinforce learning at home. Dinner with Data is a new event that we are holding this year in order to better educate parents on the new FAST test and the progress monitoring data reports for their students. Parents will also learn about the resources available from the Parent Center. We also hold a literacy night, math night, and science fair/STEM night.

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

JD Parker has many community partners, including the YMCA, East Stuart Youth Initiative, Boys and Girls Club, Rocking Horse Foundation, Stuart Police Department, city officials, and the Educational Foundation of Martin County.

Our Title I Parent Liaison helps to promote a positive school culture and environment by aligning parents to community and school resources. This person also is able to translate for our Spanish speaking parents in order to remove the language barrier.

The school guidance counselor and school social service worker and administration also provides academic and behavior resources for parents. Tykes and Teens and New Horizons provide students at our school with prevention counseling and Americore works with our K-3 students to provide build foundations of literacy. The Educational Foundation of Martin County has provided a book vending machine and a

multitude of books for our students in order to instill in the students a love of reading. In addition, JD Parker also attends many different community events to help strengthen the school and community partnership.