

J. D. Parker School Of Technology

1010 SE 10TH ST, Stuart, FL 34996

jdp.sbmc.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
74%

Alternative/ESE Center
No

Charter School
No

Minority
66%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

This plan was approved by the Martin County School Board on 10/21/2014.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission at J.D. Parker is to provide an engaging, nurturing environment where all students are encouraged to identify and fortify their strengths, motivated to take risks in their learning, and inspired to become lifelong learners.

Provide the school's vision statement

To create flexible and engaged learners who become critical thinkers now and for the future.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

J.D. Parker gathers information through established relationships with our families and community members, stakeholder surveys, and support staff who represent our cultural groups including a bi-lingual Home-School Liaison. Our staff also hosts several family events throughout the year that support curriculum and family involvement. This year we will host "Family Publix Night " (math-focused), Family Fun Day (family involvement) in partnership with the Local Boys and Girls Club, and the City of Stuart before winter break, and Family Literacy Night in the spring. Last year we hosted "Family Home-Depot Night" (Math) and the "Literacy Ball." More than 250 people attended each of these events.

Describe how the school creates an environment where students feel safe and respected before, during and after school

J.D. Parker uses the PBIS model as our foundation for school-wide behavioral expectations before during and after school. This past year, in response to our teachers' feedback, we implemented Conscious Discipline to improve our school culture. PBIS sets the standard for "behavior" and fosters data collection. Conscious Discipline addresses a system of common language surrounding safety and support. The local Boys and Girls Club (that hosts many of our most needy students after school) also implemented Conscious Discipline training for staff so that our students would be hearing consistent (positive) messages in both settings.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The structures associated with PBIS help the staff at JDP maintain expectations for safety and bottom lines for behavior. All teachers have received training in data tracking, consistent use of discipline forms, expectations for classrooms and common areas, and procedures for adding interventions for students requiring additional levels of support.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school has 1.5 Master's Degree level guidance counselors and 2 part-time LCSW level therapists on campus. We also partner with other social service providers and a social worker from the City police department in an effort to meet the complex needs evidenced by students at our school.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our assistant principal, our PTO, and our SAC consistently conduct family events and outreach activities. Some of these endeavors include: classroom adoptions; Backpack-Buddies (food for needy families that goes home with students each Friday); Banners for Books; a book drive; the establishment of a school vegetable garden; holiday food and gift support for families; Trunk or Treat and others. We partner with Raymond James Financial Services; St. Mary's Episcopal Church; All About Achieving Learning Centers; Private Physicians of Stuart; Boys and Girls Club; The YMCA of Stuart and other organizations.

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Jones, Christopher	Principal
Hale, Dodie	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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

Christopher Jones, Principal

Doretta Hale, Assistant Principal
Shannon Pretorius, Intervention Problem Solving Coach
Emily Gallo, Guidance Counselor
Tammy Nolan, Guidance Counselor
Courtney Beard, Literacy Coach
Janet Good, Literacy Coach
Suzanne Stout, STEM Coach

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

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

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

Title I and SAC funds will be used to enhance the reading and STEM resource rooms. An emphasis will be placed on high interest non-fiction texts to support STEM as well as improved literacy skills among our students.

Capital funds will be used to purchase materials that support collaborative learning such as classroom carpets, bookshelves/bins for classroom libraries, science lab supplies and equipment, and interactive technology.

District support through Title X to support our growing homeless population in the community and at school.

Community partnerships will also be used to support the "Backpack Buddies" program so that our homeless and indigent students will have nutrition provided to them after school and on weekends.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
April Day	Parent
Cheryl Jordan	Parent
Bryce Cooper	Parent
Michelle Muniz	Education Support Employee
Christine Baldwin	Parent
Mayce Delvalle	Parent
Cesar Perez	Parent
Chandra Taylor	Business/Community
Donna Duncan	Parent
Paul Geebus-Mockabee	Parent
Kevin Velasquez	Parent
Christopher Jones	Principal
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the outcomes of JDP's summative data from 2014 and compared it to the goals set in the previous year's SIP at the first meeting of the year conducted September 9, 2014. Questions, comments and recommendations were noted in the SAC minutes.

Development of this school improvement plan

SAC members reviewed the draft of the 2014-2015 SIP after review of the outcomes from 2013-2014. Suggestions/edits were noted prior to the approval of the plan.

Preparation of the school's annual budget and plan

The SAC was presented with the budget amount allocated to JDP for 2014-15 at the September 9 meeting. The committee reviewed expenses from the prior year and agreed that the focus of the expenditure for the SAC funds should be related to professional development. JDP's professional development goals were established in 2013-14 and will remain the focus with increased expectations for 2014-2015.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Jones, Christopher	Principal
Beard, Courtney	Instructional Coach
Good, Janet	Instructional Coach
Hale, Dodie	Assistant Principal
Stout, Suzanne	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The team ensures multiple data points including Fountas and Pinnell testing, i-Ready Assessments, anecdotal records, and student work samples are monitored, analyzed, and used to drive instructional decision-making. The team also monitors instructional practices (relative to the implementation of practices learned in professional development initiatives) to ensure that interventions and core instruction are being delivered effectively. Additional initiatives of the LLT include monitoring the language acquisition skills of primary age economically disadvantaged students, English language learners, students with disabilities, and students in cultural AMO subgroups toward school goals.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Reading, math, and science data from students in general education will be submitted to instructional coaches and administration monthly. These same data will be collected from teachers of students with individualized education plans will be submitted bi-monthly. Collaborative planning meetings have been scheduled weekly to facilitate positive and effective planning using these data to meet the needs of all learners. Two weeks will be literacy focused and facilitated by a reading coach and an administrator; the second two weeks will be STEM focused and facilitated by an administrator with the math coach. In both scenarios, one week will be used for data review and the other will be dedicated to collaborative development of instructional units.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Determine job openings and review applicants that are highly qualified. Recruitment of experienced teachers of students from diverse populations/Title I schools will be prioritized for hire.
2. Review all applications received by the district.
3. Promote the Para-to-Teacher credit support program among our highest performing non-instructional staff.
4. Offer on-going and continuous opportunities for professional development.
5. Build and maintain a positive collaborative culture of professionalism and learning.
6. Develop and maintain (and evolve) a sense of shared purpose that focuses on high achievement within the school community.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new to JDP teachers will be assigned a mentor who is in their grade or on their team. Mentors and mentees will meet weekly; mentor group meetings will occur monthly.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Administrative walk-through visits and formal and informal teacher observations will be used to monitor that instruction is aligned to Florida Standards and effectively delivered. On-going professional development is offered through the school district to ensure that both administrators have adequate curricular and instructional knowledge to monitor, support, and instruct teachers in effective instructional delivery methods. Formative student data (triangulated when possible) will also be used to track the effectiveness of instruction in core programs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is reviewed each month by teachers, coaches, and administration. Coaches support teachers with instructional decision-making to ensure that differentiation occurs within classrooms to meet the needs of all learners. During 2013-14, students in the lowest quartile and those "on the bubble" were targeted for intense remediation. Coaches reviewed data with teachers, collaborated to create groups, and supported instruction for the students in and outside of the classroom. These groups were formed for reading and math. Gains were shown among students in the LQ for reading and math. An increase in learning gains were also noted among students not in the LQ in math.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,000

The "After-School Program" supports students in 3rd, 4th and 5th grade who have been prioritized based on their demonstrated weakness in reading. Students were chosen to participate based on summative scores from the prior school year combined with 2014-15 formative data (reading running records). Students have been placed in differentiated instructional groups. Highly qualified teachers have been hired and trained to provide instruction using Leveled Literacy Intervention. Students in 2nd grade will be placed in groups within the first quarter of the school year in a second wave of remediation.

Strategy Rationale

LLI is research based and has a proven track record for effectiveness within the local school district.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Good, Janet, goodj@martin.k2.fl.us

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

Each student will be administered a reading running records every eighth day as part of the remedial course.

Strategy: After School Program

Minutes added to school year: 5,400

Implementation of i-Ready Reading and Math Instruction

Strategy Rationale

i-Ready has been noted to have an 85% correlation to success among students on CCSS (aligned to FS) assessments. Students and parents find the web-based program to be very user friendly and engaging. School officials find the content to be appropriately rigorous. i-Ready will be used to support instruction in class and at home. Students without internet connectivity will be permitted to use the computer lab for 30 minutes before and 60 minutes after school daily.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Beard, Courtney, beardc@martin.k12.fl.us

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

i-Ready provides monthly progress monitoring assessments and formal diagnostic assessments 3 times per year. The data from this product has been tested locally within the district and found to be well aligned when compared to other data points for the same students in the same time frame.

Strategy: Extended School Day

Minutes added to school year: 540

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

Strategy Rationale

Targeted writing instruction facilitated by the school's intermediate literacy coach has shown increased outcomes for students in years prior to 2013-14.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Good, Janet, goodj@martin.k2.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

J.D. Parker hosts one pre-school class for students with developmental disabilities. We maintain regular communication with local pre-schools and head start programs and support transition each year through kindergarten readiness screenings. The data from these screenings are shared with the pre-school and head start partners. Our on-site pre-school teacher plans with our Kindergarten team regularly throughout the school year and conducts articulation meetings regarding each child transitioning to kindergarten from pre-K at the start of the year. Kindergarten teachers at JDP also collaborate with teachers and directors from the local pre-school programs to share "best instructional practices" and assess students who are about to transition to JDP.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Each student at JDP will interact effectively with texts that meet or exceed grade level expectations. This includes reading, writing, speaking and listening across genres and content areas.
- G2.** Each student at JDP will demonstrate mastery of mathematical concepts that meet or exceed grade level expectations. These understandings will include students' ability to read, interpret, synthesize, explain, defend, and apply their knowledge around mathematical concepts.
- G3.** Each student at JDP will demonstrate mastery of grade level science standards through participation in problem-based learning with increased exposure to non-fiction texts, consistent use of science journals, charting and graphing scientific outcomes, and the application of knowledge in authentic science experiences.
- G4.** Each student at JDP needs to be present and engaged for learning to occur; therefore, JDP stakeholders will collaborate to improve students' attendance and active participation in learning daily.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Each student at JDP will interact effectively with texts that meet or exceed grade level expectations. This includes reading, writing, speaking and listening across genres and content areas. **1a**

G036843

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	56.0
AMO Reading - All Students	66.0
AMO Reading - African American	53.0
AMO Reading - ED	59.0
AMO Reading - ELL	53.0
AMO Reading - SWD	55.0
AMO Reading - Hispanic	59.0
AMO Reading - White	79.0
FAA Reading Proficiency	100.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	65.0
CELLA Reading Proficiency	27.0
FAA Mathematics Proficiency	100.0

Resources Available to Support the Goal **2**

- Professional development that supports Balanced Literacy Instruction will be provided to teachers in grades K-5
- Two literacy coaches will support and add to teachers' professional development through modeling lessons in the classroom, observing and providing feedback to teachers who practice newly acquired skills; and facilitating instructional decision-making based on formative data
- Additions to the Reading Resource Room will be used to foster use of authentic high interest texts in reading instruction for grades K-5
- i-Ready Digital Instruction will be purchased for all students (K-5) and implemented to support mastery of Florida Standards for reading
- Imagine Learning instructional software will be used to support English Language Learners
- Mondo Oral Language Development Curriculum will support Kdg and 1st grade ELLs
- J.D. Parker owns and uses multiple Leveled Literacy Intervention Kits to support remediation for students reading to Guided Reading level Q. Staff have been trained to implement LLI and multiple groups have been established already for 2014-15.
- Professional texts will be added to the resource room and used in book study to deepen knowledge and support teachers' instruction in literacy.
- Language acquisition centers will be added to kindergarten classrooms to support language learning needs of ELL and ED students.

Targeted Barriers to Achieving the Goal **3**

- Students living in poverty have had limited exposure to different varieties of texts
- Teachers have been immersed in balanced literacy for only one year
- A high percentage of students within the school community have had inconsistent oral language development

- Nearly half of all students are not demonstrating reading proficiency
- Students' lack of familiarity with writing in response to reading

Plan to Monitor Progress Toward G1. 8

All student data will be reviewed monthly to ensure progress toward the literacy goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that instructional decision-making is based on these data; and that student outcomes are reflective of the resultant instructional improvements.

Person Responsible

Christopher Jones

Schedule

Monthly, from 8/30/2014 to 5/29/2015

Evidence of Completion

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

G2. Each student at JDP will demonstrate mastery of mathematical concepts that meet or exceed grade level expectations. These understandings will include students' ability to read, interpret, synthesize, explain, defend, and apply their knowledge around mathematical concepts. 1a

G036844

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	56.0
Math Gains	66.0
Math Lowest 25% Gains	53.0
AMO Math - All Students	72.0
AMO Math - African American	65.0
AMO Math - ED	68.0
AMO Math - ELL	63.0
AMO Math - Hispanic	67.0
AMO Math - SWD	64.0
AMO Math - White	81.0
FAA Mathematics Proficiency	100.0

Resources Available to Support the Goal 2

- Intervention will be provided to students in grades 3-5 who demonstrate gaps in knowledge of math concepts. The math coach will work with flexible groups and students will be assessed for knowledge acquisition regularly
- Teachers will be supported with push-in support during the math block so that small group work can be used to support the learning needs of all students
- Teachers will be provided with training in "project based learning." This initiative is intended to increase the quality and quantity of high interest, authentic learning experiences in mathematics.
- A STEM resource room will be established during 2014-2015 to facilitate increased authenticity in classroom instruction and homework connections.
- Community business partners will support authentic math experiences for our students. Students in grades K-5 will participate in a "banking" program in partnership with a local community bank to foster authentic concepts about number (and dollar) value through real savings accounts; Publix and Home Depot will host J.D. Parker Nights at local stores for students to "shop" while engaging in Problem Based Learning experiences.
- The math leadership team will facilitate school-wide implementation of "math baggies" for students use at home fostering authentic math connections and strengthen concepts learned during the school day.
- Professional texts will be added to the resource room and used in book study to increase teachers concept knowledge and instructional practices.
- i-Ready Instruction will be purchased for all students (K-5) and implemented to support mastery of the Florida Standards in math.

Targeted Barriers to Achieving the Goal 3

- Teachers at JD Parker have had inconsistent professional development in mathematics instruction

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

Plan to Monitor Progress Toward G2. 8

All student data will be reviewed monthly to ensure progress toward the math goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that instructional decision-making is based on these data; and that student outcomes are reflective of the resultant instructional improvements.

Person Responsible

Christopher Jones


Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

2015 FSA outcomes

G3. Each student at JDP will demonstrate mastery of grade level science standards through participation in problem-based learning with increased exposure to non-fiction texts, consistent use of science journals, charting and graphing scientific outcomes, and the application of knowledge in authentic science experiences. **1a**

 G036845

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal **2**

- A STEM resource room will be created to enhance students' real-world connection to science concepts. The math/science coach will establish the resource room and support teachers' use of the materials.
- Science intervention will be provided to students demonstrating deficiency in science through push-in and pull-out groups.

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G3. **8**

All student data will be reviewed monthly to ensure progress toward the science goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that instructional decision-making is based on these data; and that student outcomes are reflective of the resultant instructional improvements.

Person Responsible

Christopher Jones

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Student assessment data, teacher observation data

G4. Each student at JDP needs to be present and engaged for learning to occur; therefore, JDP stakeholders will collaborate to improve students' attendance and active participation in learning daily. 1a

G036846

Targets Supported 1b

Indicator	Annual Target
	97.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

Attendance reports are generated every 20 days. Student absences and tardiness will be measured and compared between the reporting periods and compared to the same time period from last year. Specific action steps will be taken to address the unique needs of students that have more than 10% of days absent.

Person Responsible

Christopher Jones

Schedule

On 5/29/2015

Evidence of Completion

Improved attendance when records from 2014 are compared to matching time period reports from 2015.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Each student at JDP will interact effectively with texts that meet or exceed grade level expectations. This includes reading, writing, speaking and listening across genres and content areas. **1**

 G036843

G1.B1 Students living in poverty have had limited exposure to different varieties of texts **2**

 B088323

G1.B1.S1 Texts will be given to students twice per year to take home and add to their "at home libraries." **4**

 S098994

Strategy Rationale

Students and families who have texts at home are better able to see the value in reading and have ready access to materials to support learning.

Action Step 1 **5**

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

Person Responsible

Courtney Beard

Schedule

Semiannually, from 8/30/2014 to 5/29/2015

Evidence of Completion

Photos of book give away events, receipts of book purchases

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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

Person Responsible

Christopher Jones

Schedule

Semiannually, from 8/30/2014 to 5/29/2015

Evidence of Completion

Receipts of purchases

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor the progress of student literacy through running record reports

Person Responsible

Christopher Jones


Schedule

On 5/30/2015

Evidence of Completion

Improved reading levels for all students

G1.B1.S2 i-Ready Reading instruction will be made available to students at school and at home. 4

 S098995

Strategy Rationale

i-Ready is research based and aligned with FSAs.

Action Step 1 5

Provide students access to leveled high-interest text paired with regular progress monitoring.

Person Responsible

Courtney Beard

Schedule

Daily, from 9/12/2014 to 5/29/2015

Evidence of Completion

i-Ready reports of student progress

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review i-Ready data reports and meet with teachers/tutors to plan for modifications in intervention groups and the aligned instructional practices (grades 3-5)

Person Responsible

Janet Good

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Student growth evidenced in literacy based assessments in the classroom

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review i-Ready data reports and meet with teachers/tutors to plan for modifications in intervention groups and the aligned instructional practices (grades 3-5)

Person Responsible

Courtney Beard

Schedule

On 5/29/2015

Evidence of Completion

Student growth evidenced in literacy based assessments in the classroom

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor student progress, modify instruction as needed.

Person Responsible

Janet Good

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Student outcomes to program based on progress monitoring data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor student progress, modify instruction as needed.

Person Responsible

Courtney Beard

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Student outcomes to program based on progress monitoring data.

G1.B1.S3 Teachers in primary grades will use Mondo Oral Language curriculum and implement language acquisition centers to foster language acquisition among students in grades K and 1. 4

 S098996

Strategy Rationale

Limited language acquisition is a significant barrier to ELLs and students living in poverty

Action Step 1 5

Work with ELLs, students living in poverty, and transient students who evidence limited language acquisition using Mondo to foster language development.

Person Responsible

Courtney Beard

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Students will develop reading readiness and demonstrate an ability to read grade level text with limited support.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review student progress in data meetings

Person Responsible

Courtney Beard

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Student progress evidenced in running records.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review student data, determine needs, make instructional decisions

Person Responsible

Christopher Jones


Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Student progress/outcomes

G1.B2 Teachers have been immersed in balanced literacy for only one year 2

 B088325

G1.B2.S1 K-3 Teachers will be provided with training in balanced literacy with an emphasis on content-area literacy by a Fountas and Pinnell/ Teachers' College trained Professional Developer 5 times this school year. 4

 S098998

Strategy Rationale

Balanced Literacy has a research base and has proven effective in the local school district.

Action Step 1 5

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

Person Responsible

Courtney Beard

Schedule

Quarterly, from 10/8/2014 to 5/29/2015

Evidence of Completion

PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)

Action Step 2 5

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

Person Responsible

Janet Good

Schedule

Quarterly, from 9/12/2014 to 5/29/2015

Evidence of Completion

PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Courtney Beard

Schedule

Weekly, from 10/8/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Janet Good

Schedule

Weekly, from 10/8/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review student performance in monthly data meetings with teachers and coaches

Person Responsible

Christopher Jones


Schedule

Monthly, from 10/8/2014 to 5/29/2015


Evidence of Completion

Improved student outcomes

G1.B3 A high percentage of students within the school community have had inconsistent oral language development 2

 B088326

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

 S098999

Strategy Rationale

Imagine Learning has been selected by the local school district to support learning and monitor progress of language acquisition for ELLs

Action Step 1 5

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

Person Responsible

Dodie Hale

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Imagine Learning progress reports indicating student progress

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review student progress reports

Person Responsible

Dodie Hale

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Student time in tutoring/Students' outcomes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor students' program usage and follow-up with teachers

Person Responsible

Dodie Hale

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Student progress reports

G1.B4 Nearly half of all students are not demonstrating reading proficiency **2**

 B101093

G1.B4.S1 Provide students with tutoring during and after school **4**

 S112315

Strategy Rationale

Many students are significantly below level in reading and require intensive intervention

Action Step 1 **5**

We will prioritize and group students by their needs, then provide them with intensive remediation through Leveled Literacy Intervention (3-5). Students will exit tutoring groups as success is shown.

Person Responsible

Janet Good

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Evidence from reading running records and i-Ready progress monitoring data

Action Step 2 **5**

We will prioritize and group students by their needs, hen provide them with intensive remediation through Leveled Literacy Intervention (K-2). Students will exit tutoring groups as success is shown.

Person Responsible

Courtney Beard

Schedule

Daily, from 10/1/2014 to 5/29/2015

Evidence of Completion

Evidence from reading running records and i-Ready progress monitoring data

Action Step 3 5

We will work to improve core instruction in literacy with K-2 as a priority so that all students will have a greater chance of achieving grade level mastery by the end of 2nd grade.

Person Responsible

Courtney Beard

Schedule

Daily, from 8/18/2014 to 6/12/2015

Evidence of Completion

teacher observations, student data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom walk-throughs will be conducted by administration, coaches, and peers on the LLT

Person Responsible

Christopher Jones

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Teacher observation data, student outcome data, staff and student surveys

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student data will be monitored closely; instruction will be modified as needed

Person Responsible

Christopher Jones


Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Students will be expected to demonstrate a trajectory of improvement that is likely to lead to their achievement of grade level mastery of standards

G1.B5 Students' lack of familiarity with writing in response to reading **2**

 B101094

G1.B5.S1 Provide teachers with professional development as well as time for planning, instruction, and assessment **4**

 S112316

Strategy Rationale

Teachers and students will need time, support, and professional development in order to prepare for increased rigor expected in FSAs

Action Step 1 **5**

We will prioritize reader response in our balanced literacy professional development.

Person Responsible

Janet Good

Schedule

Quarterly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Students will, when presented with one or more grade level equivalent text(s), write a focused response that meets grade level proficiency expectations as indicated in the Item Specifications of the Florida Standards.

Action Step 2 **5**

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

Person Responsible

Janet Good

Schedule

Monthly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Teacher surveys, student work samples and F&P writing data, teacher observations

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teachers will be monitored for fidelity of instruction in the readers and writers workshop.

Person Responsible

Janet Good

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher observation data and student outcome data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student outcomes will be monitored to ensure that the desired effects are achieved.

Person Responsible

Christopher Jones

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student writing samples and F&P writing data

G2. Each student at JDP will demonstrate mastery of mathematical concepts that meet or exceed grade level expectations. These understandings will include students' ability to read, interpret, synthesize, explain, defend, and apply their knowledge around mathematical concepts. 1

G036844

G2.B1 Teachers at JD Parker have had inconsistent professional development in mathematics instruction 2

B088327

G2.B1.S1 Professional Development will be sought through an outside vendor specializing in differentiated and authentic instruction. The staff of JD Parker will also seek support from another school in the district that has staff members using PBL. 4

S099000

Strategy Rationale

Teachers have begun to embrace differentiated instruction through problem-based learning. Interest, engagement, and outcomes have begun to show improvement.

Action Step 1 5

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

Person Responsible

Suzanne Stout

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Implementation of strategies in classrooms as noted in teacher observations.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom observations

Person Responsible

Dodie Hale

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Formal and informal observation feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor the academic progress of all students participating in core instruction

Person Responsible

Christopher Jones


Schedule

Monthly, from 9/12/2014 to 5/29/2015


Evidence of Completion

Student performance data recorded on: i-Ready progress monitoring data; curriculum based measures; anecdotal notes

G2.B2 There is limited time to provide intervention to students who demonstrate deficiencies in mathematics as well as in literacy and science 2

 B088329

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

 S099002

Strategy Rationale

Students with significant skill deficits need intensive remediation

Action Step 1 5

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

Person Responsible

Suzanne Stout

Schedule

Daily, from 9/12/2014 to 5/29/2015

Evidence of Completion

Shifts in students' performance after tutoring sessions

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor student outcomes

Person Responsible

Suzanne Stout

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Student performance data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor student performance outcomes at monthly data meetings

Person Responsible

Christopher Jones

Schedule

Biweekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Students' performance data

G3. Each student at JDP will demonstrate mastery of grade level science standards through participation in problem-based learning with increased exposure to non-fiction texts, consistent use of science journals, charting and graphing scientific outcomes, and the application of knowledge in authentic science experiences.

1

G036845

G3.B1 Science vocabulary and concepts are not prioritized for instruction in primary grades resulting in limited content knowledge among students in intermediate grades.

2

B088330

G3.B1.S1 Content area literacy professional development and classroom implementation.

4

S099003

Strategy Rationale

Content area literacy supports connections between literacy and science

Action Step 1

5

Participate in professional development with an outside provider who will focus training around PBLs and Balanced Literacy (cross-curricular content connections)

Person Responsible

Suzanne Stout

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Classroom observations reflecting implementation of newly acquired strategies.

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

6

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

Person Responsible

Suzanne Stout

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Teacher implementation of instructional strategies

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Suzanne Stout


Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Students' assessment data

G3.B1.S2 Project based and "Lab" focused science instruction in grades K-5. 4

 S099004

Strategy Rationale

Authentic learning experiences foster increased skill and concept acquisition

Action Step 1 5

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

Person Responsible

Suzanne Stout

Schedule

On 5/29/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Monitor student outcomes for evidence of successful implementation of strategies

Person Responsible

Suzanne Stout

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Student participation, student artifacts

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Monitor student progress in data meetings

Person Responsible

Christopher Jones

Schedule

On 5/29/2015

Evidence of Completion

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

G4. Each student at JDP needs to be present and engaged for learning to occur; therefore, JDP stakeholders will collaborate to improve students' attendance and active participation in learning daily. 1

G036846

G4.B1 Many families at JDP have a limited sense of connection to the school community. 2

B088331

G4.B1.S1 Family outreach will become a priority. All staff will be encouraged to build relationships with families through attendance at students' sporting events, provision of family events at school, and home visits. 4

S099005

Strategy Rationale

Family involvement is shown to increase the engagement and outcomes of students in the learning process.

Action Step 1 5

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

Person Responsible

Emily Gallo

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor teacher outreach and family events

Person Responsible

Emily Gallo

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitor student attendance reports

Person Responsible

Christopher Jones

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Reports provided by teachers and the data clerk

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Purchase high interest texts from inexpensive sources for student book give-aways	Beard, Courtney	8/30/2014	Photos of book give away events, receipts of book purchases	5/29/2015 semiannually
G1.B1.S2.A1	Provide students access to leveled high-interest text paired with regular progress monitoring.	Beard, Courtney	9/12/2014	i-Ready reports of student progress	5/29/2015 daily
G1.B1.S3.A1	Work with ELLs, students living in poverty, and transient students who evidence limited language acquisition using Mondo to foster language development.	Beard, Courtney	8/29/2014	Students will develop reading readiness and demonstrate an ability to read grade level text with limited support.	5/29/2015 monthly
G1.B2.S1.A1	Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on Content-Area Literacy	Beard, Courtney	10/8/2014	PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)	5/29/2015 quarterly
G1.B3.S1.A1	Assign students classified as NES or LES to 30 minutes of software tutoring on Imagine Learning.	Hale, Dodie	9/12/2014	Imagine Learning progress reports indicating student progress	5/29/2015 monthly
G2.B1.S1.A1	Participate in a Professional Learning Community focused on Project/Problem Based Learning strategies for mathematics (using professional texts by Marilyn Burns and Sherry Parrish as learning guides)	Stout, Suzanne	10/1/2014	Implementation of strategies in classrooms as noted in teacher observations.	5/29/2015 quarterly
G2.B2.S1.A1	Tutoring groups will be implemented during the school year based on data indicators that suggest skill deficits	Stout, Suzanne	9/12/2014	Shifts in students' performance after tutoring sessions	5/29/2015 daily
G3.B1.S1.A1	Participate in professional development with an outside provider who will focus training around PBLs and Balanced Literacy (cross-curricular content connections)	Stout, Suzanne	10/1/2014	Classroom observations reflecting implementation of newly acquired strategies.	5/29/2015 quarterly
G3.B1.S2.A1	Collaborative planning among intermediate grade teachers to facilitate the instruction of science concepts to students in an authentic lab situation	Stout, Suzanne	8/26/2014	Outcomes documented in students' science journals, student grades, science benchmark outcomes	5/29/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Build and maintain relationships with families in an effort to increase the connection our families have with the school.	Gallo, Emily	8/25/2014	Teacher visit logs, family attendance at school events, increased attendance, decreased number of students tardy per day.	5/29/2015 monthly
G1.B4.S1.A1	We will prioritize and group students by their needs, then provide them with intensive remediation through Leveled Literacy Intervention (3-5). Students will exit tutoring groups as success is shown.	Good, Janet	9/2/2014	Evidence from reading running records and i-Ready progress monitoring data	5/29/2015 daily
G1.B5.S1.A1	We will prioritize reader response in our balanced literacy professional development.	Good, Janet	10/8/2014	Students will, when presented with one or more grade level equivalent text(s), write a focused response that meets grade level proficiency expectations as indicated in the Item Specifications of the Florida Standards.	5/29/2015 quarterly
G1.B2.S1.A2	Professional Development and Collaborative Planning in Balanced Literacy (Reader's and Writer's Workshop) with an emphasis on Content-Area Literacy	Good, Janet	9/12/2014	PD sign-in sheets, teacher reflection journals, classroom implementation (teacher observation)	5/29/2015 quarterly
G1.B4.S1.A2	We will prioritize and group students by their needs, hen provide them with intensive remediation through Leveled Literacy Intervention (K-2). Students will exit tutoring groups as success is shown.	Beard, Courtney	10/1/2014	Evidence from reading running records and i-Ready progress monitoring data	5/29/2015 daily
G1.B5.S1.A2	We will ensure that teachers have ample time and support for teaching, assessment, reflection, and planning to meet student needs in this area.	Good, Janet	10/8/2014	Teacher surveys, student work samples and F&P writing data, teacher observations	5/29/2015 monthly
G1.B4.S1.A3	We will work to improve core instruction in literacy with K-2 as a priority so that all students will have a greater chance of achieving grade level mastery by the end of 2nd grade.	Beard, Courtney	8/18/2014	teacher observations, student data	6/12/2015 daily
G1.MA1	All student data will be reviewed monthly to ensure progress toward the literacy goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that: instructional decision-making is based on these data; and that student outcomes are reflective of the resultant instructional improvements.	Jones, Christopher	8/30/2014	Data will be collected from students' running records, i-Ready reading data, conference notes, anecdotal notes, Imagine Learning, and teacher observation.	5/29/2015 monthly
G1.B1.S1.MA1	Monitor the progress of student literacy through running record reports	Jones, Christopher	8/30/2014	Improved reading levels for all students	5/30/2015 one-time
G1.B1.S1.MA1	Allocate funding, monitor purchases, and participate in the book give-away events.	Jones, Christopher	8/30/2014	Receipts of purchases	5/29/2015 semiannually
G1.B2.S1.MA1	Review student performance in monthly data meetings with teachers and coaches	Jones, Christopher	10/8/2014	Improved student outcomes	5/29/2015 monthly
G1.B2.S1.MA1	Monitor, support, model, and reinforce classroom implementation of newly acquired strategies	Beard, Courtney	10/8/2014	Classroom observation data, improved student performance indicated on i-Ready and running records	5/29/2015 weekly
G1.B2.S1.MA3	Monitor, support, model, and reinforce classroom implementation of newly acquired strategies	Good, Janet	10/8/2014	Classroom observation data, improved student performance indicated on i-Ready and running records	5/29/2015 weekly
G1.B3.S1.MA1	Monitor students' program usage and follow-up with teachers	Hale, Dodie	9/12/2014	Student progress reports	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Review student progress reports	Hale, Dodie	9/12/2014	Student time in tutoring/Students' outcomes	5/29/2015 monthly
G1.B4.S1.MA1	Student data will be monitored closely; instruction will be modified as needed	Jones, Christopher	8/11/2014	Students will be expected to demonstrate a trajectory of improvement that is likely to lead to their achievement of grade level mastery of standards	5/29/2015 monthly
G1.B4.S1.MA1	Classroom walk-throughs will be conducted by administration, coaches, and peers on the LLT	Jones, Christopher	8/11/2014	Teacher observation data, student outcome data, staff and student surveys	5/29/2015 monthly
G1.B5.S1.MA1	Student outcomes will be monitored to ensure that the desired effects are achieved.	Jones, Christopher	9/1/2014	Student writing samples and F&P writing data	5/29/2015 monthly
G1.B5.S1.MA1	Teachers will be monitored for fidelity of instruction in the readers and writers workshop.	Good, Janet	9/1/2014	Teacher observation data and student outcome data	5/29/2015 monthly
G1.B1.S2.MA1	Monitor student progress, modify instruction as needed.	Good, Janet	9/12/2014	Student outcomes to program based on progress monitoring data.	5/29/2015 monthly
G1.B1.S2.MA4	Monitor student progress, modify instruction as needed.	Beard, Courtney	9/12/2014	Student outcomes to program based on progress monitoring data.	5/29/2015 monthly
G1.B1.S2.MA1	Review i-Ready data reports and meet with teachers/tutors to plan for modifications in intervention groups and the aligned instructional practices (grades 3-5)	Good, Janet	9/12/2014	Student growth evidenced in literacy based assessments in the classroom	5/29/2015 monthly
G1.B1.S2.MA3	Review i-Ready data reports and meet with teachers/tutors to plan for modifications in intervention groups and the aligned instructional practices (grades 3-5)	Beard, Courtney	8/12/2014	Student growth evidenced in literacy based assessments in the classroom	5/29/2015 one-time
G1.B1.S3.MA1	Review student data, determine needs, make instructional decisions	Jones, Christopher	9/12/2014	Student progress/outcomes	5/29/2015 monthly
G1.B1.S3.MA1	Review student progress in data meetings	Beard, Courtney	9/12/2014	Student progress evidenced in running records.	5/29/2015 monthly
G2.MA1	All student data will be reviewed monthly to ensure progress toward the math goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that: instructional decision-making is based on these data; and that student outcomes are reflective of the resultant instructional improvements.	Jones, Christopher	9/12/2014	2015 FSA outcomes	5/29/2015 monthly
G2.B1.S1.MA1	Monitor the academic progress of all students participating in core instruction	Jones, Christopher	9/12/2014	Student performance data recorded on: i-Ready progress monitoring data; curriculum based measures; anecdotal notes	5/29/2015 monthly
G2.B1.S1.MA1	Classroom observations	Hale, Dodie	10/1/2014	Formal and informal observation feedback	5/29/2015 monthly
G2.B2.S1.MA1	Monitor student performance outcomes at monthly data meetings	Jones, Christopher	9/12/2014	Students' performance data	5/29/2015 biweekly
G2.B2.S1.MA1	Monitor student outcomes	Stout, Suzanne	9/12/2014	Student performance data	5/29/2015 monthly
G3.MA1	All student data will be reviewed monthly to ensure progress toward the science goal. Administrators, coaches, and instructional staff will participate in weekly collaborative planning meetings to ensure that: instructional decision-making is based on these data; and that	Jones, Christopher	9/12/2014	Student assessment data, teacher observation data	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	student outcomes are reflective of the resultant instructional improvements.				
G3.B1.S1.MA1	Science data including evidence of concept and vocabulary acquisition will be reviewed, analyzed, and used for instructional decision making,	Stout, Suzanne	10/1/2014	Students' assessment data	5/29/2015 monthly
G3.B1.S1.MA1	Observe instruction for use of science content in literacy instruction, use of workshop and project based learning experiences	Stout, Suzanne	10/1/2014	Teacher implementation of instructional strategies	5/29/2015 monthly
G3.B1.S2.MA1	Monitor student progress in data meetings	Jones, Christopher	9/2/2014	Student artifacts, student progress outcomes, teacher reflections, teacher observations	5/29/2015 one-time
G3.B1.S2.MA1	Monitor student outcomes for evidence of successful implementation of strategies	Stout, Suzanne	9/2/2014	Student participation, student artifacts	5/29/2015 monthly
G4.MA1	Attendance reports are generated every 20 days. Student absences and tardiness will be measured and compared between the reporting periods and compared to the same time period from last year. Specific action steps will be taken to address the unique needs of students that have more than 10% of days absent.	Jones, Christopher	9/30/2014	Improved attendance when records from 2014 are compared to matching time period reports from 2015.	5/29/2015 one-time
G4.B1.S1.MA1	Monitor student attendance reports	Jones, Christopher	8/25/2014	Reports provided by teachers and the data clerk	5/29/2015 monthly
G4.B1.S1.MA1	Monitor teacher outreach and family events	Gallo, Emily	8/25/2014	Records of teacher visits, records of family attendance at school events.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Each student at JDP will interact effectively with texts that meet or exceed grade level expectations. This includes reading, writing, speaking and listening across genres and content areas.

G1.B2 Teachers have been immersed in balanced literacy for only one year

G1.B2.S1 K-3 Teachers will be provided with training in balanced literacy with an emphasis on content-area literacy by a Fountas and Pinnell/ Teachers' College trained Professional Developer 5 times this school year.

PD Opportunity 1

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

Facilitator

Enid Martinez

Participants

K-2 Teachers

Schedule

Quarterly, from 10/8/2014 to 5/29/2015

PD Opportunity 2

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

Facilitator

Enid Martinez

Participants

3-5 Teachers

Schedule

Quarterly, from 9/12/2014 to 5/29/2015

G1.B4 Nearly half of all students are not demonstrating reading proficiency

G1.B4.S1 Provide students with tutoring during and after school

PD Opportunity 1

We will work to improve core instruction in literacy with K-2 as a priority so that all students will have a greater chance of achieving grade level mastery by the end of 2nd grade.

Facilitator

Literacy Coaches, Administration and Teachers

Participants

All staff as part of our larger PLC work (Book study and lesson study will be hallmarks of this work)

Schedule

Daily, from 8/18/2014 to 6/12/2015

G1.B5 Students' lack of familiarity with writing in response to reading

G1.B5.S1 Provide teachers with professional development as well as time for planning, instruction, and assessment

PD Opportunity 1

We will prioritize reader response in our balanced literacy professional development.

Facilitator

Enid Martinez

Participants

K-5 Teachers

Schedule

Quarterly, from 10/8/2014 to 5/29/2015

G2. Each student at JDP will demonstrate mastery of mathematical concepts that meet or exceed grade level expectations. These understandings will include students' ability to read, interpret, synthesize, explain, defend, and apply their knowledge around mathematical concepts.

G2.B1 Teachers at JD Parker have had inconsistent professional development in mathematics instruction

G2.B1.S1 Professional Development will be sought through an outside vendor specializing in differentiated and authentic instruction. The staff of JD Parker will also seek support from another school in the district that has staff members using PBL.

PD Opportunity 1

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

Facilitator

JDP teacher leaders collaborating with master teachers from a partner school; outside professional developer. Coordinated by Suzanne Stout, STEM Coach

Participants

K-5 teachers

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

G3. Each student at JDP will demonstrate mastery of grade level science standards through participation in problem-based learning with increased exposure to non-fiction texts, consistent use of science journals, charting and graphing scientific outcomes, and the application of knowledge in authentic science experiences.

G3.B1 Science vocabulary and concepts are not prioritized for instruction in primary grades resulting in limited content knowledge among students in intermediate grades.

G3.B1.S1 Content area literacy professional development and classroom implementation.

PD Opportunity 1

Participate in professional development with an outside provider who will focus training around PBLs and Balanced Literacy (cross-curricular content connections)

Facilitator

Suzanne Stout, STEM Coach

Participants

K-5 Teachers

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Each student at JDP will demonstrate mastery of grade level science standards through participation in problem-based learning with increased exposure to non-fiction texts, consistent use of science journals, charting and graphing scientific outcomes, and the application of knowledge in authentic science experiences.

G3.B1 Science vocabulary and concepts are not prioritized for instruction in primary grades resulting in limited content knowledge among students in intermediate grades.

G3.B1.S2 Project based and "Lab" focused science instruction in grades K-5.

PD Opportunity 1

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

Facilitator

Suzanne Stout, STEM Coach

Participants

K-5 Teachers

Schedule

On 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 1: Each student at JDP will interact effectively with texts that meet or exceed grade level expectations. This includes reading, writing, speaking and listening across genres and content areas.	28,300
Goal 2: Each student at JDP will demonstrate mastery of mathematical concepts that meet or exceed grade level expectations. These understandings will include students' ability to read, interpret, synthesize, explain, defend, and apply their knowledge around mathematical concepts.	20,000
Goal 3: Each student at JDP will demonstrate mastery of grade level science standards through participation in problem-based learning with increased exposure to non-fiction texts, consistent use of science journals, charting and graphing scientific outcomes, and the application of knowledge in authentic science experiences.	0
Goal 4: Each student at JDP needs to be present and engaged for learning to occur; therefore, JDP stakeholders will collaborate to improve students' attendance and active participation in learning daily.	1,500
Grand Total	49,800

Goal 1: Each student at JDP will interact effectively with texts that meet or exceed grade level expectations. This includes reading, writing, speaking and listening across genres and content areas.

Description	Source	Total
B1.S1.A1 - Books will be purchased to add to at home libraries	Title I Part A	3,000
B1.S2.A1 - Funds allocated from the district for all Title 1 schools	Title I Part A	10,000
B1.S3.A1 - materials already acquired	Other	0
B2.S1.A1 - Professional Development and substitute teachers	Title I Part A	2,000
B2.S1.A1 - Professional Development and substitute teachers	School Improvement Funds	2,000
B2.S1.A2 - Professional Development and substitute teachers	Title I Part A	2,000
B2.S1.A2 - professional development and substitute teachers	School Improvement Funds	2,000
B3.S1.A1 - district funds allocated for all Title 1 schools	Title I Part A	0
B4.S1.A1 - LLI Gold System will be added to meet the needs of older students.	Title I Part A	4,800
B4.S1.A3 - Books for Books Study	Title I Part A	2,500
B5.S1.A1 - Funds noted in previous literacy action steps	Title I Part A	0
Total Goal 1		28,300

Goal 2: Each student at JDP will demonstrate mastery of mathematical concepts that meet or exceed grade level expectations. These understandings will include students' ability to read, interpret, synthesize, explain, defend, and apply their knowledge around mathematical concepts.

Description	Source	Total
B1.S1.A1 - PBL professional development and resource attainment	SIG 1003(g)	5,000

Goal 2: Each student at JDP will demonstrate mastery of mathematical concepts that meet or exceed grade level expectations. These understandings will include students' ability to read, interpret, synthesize, explain, defend, and apply their knowledge around mathematical concepts.

Description	Source	Total
B1.S1.A1 - Materials to support authentic instruction in math to be added to the STEM resource room	Title I Part A	5,000
B2.S1.A1 - Tutors with experience and expertise will be sought to work with students during the school day, and after school	SIG 1003(g)	10,000
Total Goal 2		20,000

Goal 3: Each student at JDP will demonstrate mastery of grade level science standards through participation in problem-based learning with increased exposure to non-fiction texts, consistent use of science journals, charting and graphing scientific outcomes, and the application of knowledge in authentic science experiences.

Description	Source	Total
B1.S1.A1 - funding noted in literacy and math goals	Title I Part A	0
Total Goal 3		0

Goal 4: Each student at JDP needs to be present and engaged for learning to occur; therefore, JDP stakeholders will collaborate to improve students' attendance and active participation in learning daily.

Description	Source	Total
B1.S1.A1	Title I Part A	1,500
Total Goal 4		1,500