Martin County School District

J. D. Parker School Of Technology School

2023-24

Schoolwide Improvement Plan (SIP)

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J. D. Parker School Of Technology

1010 SE 10TH ST, Stuart, FL 34996

martinschools.org/o/jdpes

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

At JD Parker School of Math, Science and Technology we look to create a learning environment that fosters high expectations for ALL through intentional data-driven lesson planning and high-quality instruction that engages all students.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Morrell, Aimee	Principal	• 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
White, Shameeka	Assistant Principal	Assume responsibility of the school site in the absence of the principal • 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

Name	Position Title	Job Duties and Responsibilities
		• 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	*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 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.

Name	Position Title	Job Duties and Responsibilities
McNair, LaShawnda	Math Coach	*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 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.
Stout, Suzanne	Science Coach	*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 science curriculum. *Assist in science curriculum revision and development based on data analysis. *Assist with the selection of appropriate research and evidence-based scientific 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. *Organize and run afterschool science tutoring program. * Apply principles of learning and effective teaching in instructional delivery.

Name	Position Title	Job Duties and Responsibilities
		*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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In order to develop the School Improvement Plan for JD Parker, we used a collaborative approach involving stakeholders from a variety of areas. Parents, teachers, and students participated in the 5 Essentials survey in spring of 2023. The results of the survey were shared with our School Advisory Council, which contains member from school staff, parents, and community members. Collectively, the School Advisory Council reviewed the data and determined an area of focus. A needs assessment/data review was conducted with the school leadership team using the FAST data and the team starts to develop a draft of the School Improvement Plan. The data review and draft SIP goals are then shared with school staff during pre-planning week, with parents during the Title I Annual Meeting, and with the School Advisory Council. The principal engages the School Advisory Council in a collaborative discussion regarding the assessment data and the draft plan for improvement. The School Advisory Council offers the principal feedback and votes to approve the School Improvement Plan. During the course of the school year, the principal reports progress on the SIP goals with the School Advisory Council and receives feedback and support.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is designed to be a living document used to outline the action steps that will be taken during the course of the school year to continuously improve student outcomes. The SIP will be reviewed quarterly with the School Advisory Council and a collaborative discussion will be held to determine if the plan needs to be revised. In addition, the school leadership team will review the action steps and progress towards goals during the monthly leadership team meetings. Adjustments to the plan will be made if indicated by the data. The school leadership team will also complete and submit a midyear reflection which will report on the progress towards the intended outcomes and further action steps will be added or modified. The school leadership team will also be conducting monthly data chats with all grade levels to monitor the progress of our students that have the greatest achievement gap.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	76%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	22	14	15	20	12	24	0	0	0	107
One or more suspensions	0	0	2	0	2	1	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	0	10	0	0	0	0	0	10
Course failure in Math	0	0	0	11	0	0	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	11	10	23	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	9	20	15	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	16	14	27	13	15	0	0	0	99

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	6	4	15	7	9	0	0	0	48

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	4	11	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	37	41	29	28	29	0	0	0	0	164
One or more suspensions	0	1	2	2	3	2	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	28	45	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	35	24	41	0	0	0	100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	22	23	34	0	0	0	81

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	37	41	29	28	29	0	0	0	0	164
One or more suspensions	0	1	2	2	3	2	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	28	45	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	35	24	41	0	0	0	100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	22	23	34	0	0	0	81

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	55	53	42	53	56	41		
ELA Learning Gains				52			54		
ELA Lowest 25th Percentile				41			54		
Math Achievement*	55	62	59	44	43	50	40		
Math Learning Gains				56			39		
Math Lowest 25th Percentile				55			46		
Science Achievement*	41	55	54	34	54	59	44		
Social Studies Achievement*					58	64			
Middle School Acceleration					38	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	60	53	59	56			44		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	4	
ELL	43			
AMI				
ASN				
BLK	27	Yes	2	1
HSP	46			
MUL	63			
PAC				
WHT	70			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	39	Yes	1	
AMI				
ASN				
BLK	37	Yes	1	
HSP	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	40	Yes	1	
PAC				
WHT	66			
FRL	41			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			55			41					60
SWD	31			43			26				5	60
ELL	38			45			33				5	60
AMI												
ASN												
BLK	24			39			26				4	
HSP	42			52			30				5	61
MUL	69			56							2	
PAC												
WHT	63			70			79				4	
FRL	40			47			27				5	52

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	42	52	41	44	56	55	34					56
SWD	23	41	35	24	56	50	27					53
ELL	31	39	30	39	46	55	18					56
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	25	54	50	20	51	50	11					
HSP	36	42	36	43	50	55	23					55
MUL	42			37								
PAC												
WHT	64	70		65	77		56					
FRL	32	44	41	32	47	54	20					57

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	54	54	40	39	46	44					44
SWD	27	56		25	44		40					53
ELL	41	53		42	52		39					44
AMI												
ASN												
BLK	14	44	43	14	19	30	14					
HSP	42	55		44	46		45					46
MUL	54			31								
PAC												
WHT	58	59		58	44		72					
FRL	28	45	50	31	30	42	33					43

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	53%	-8%	54%	-9%
04	2023 - Spring	57%	66%	-9%	58%	-1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	51%	-11%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
03	2023 - Spring	56%	62%	-6%	59%	-3%
04	2023 - Spring	61%	71%	-10%	61%	0%
05	2023 - Spring	54%	56%	-2%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	50%	-8%	51%	-9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance of only 28% proficiency on the FAST PM3 was 2nd grade subgroup students with disabilities. These students will be in 3rd grade for the 2023/2024 school year. One contributing factor is that we had a vacancy for a support facilitator for the second semester. The SWD subgroup has performed below the 41% on the Federal Index for three years in a row. These students will need to be a priority for the 23/24 school year in order to increase proficiency in the SWD subgroup as well as the overall performance of third grade.

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

The data component that showed the greatest decline from the prior year was in 3rd grade ELA. Third grade proficiency in ELA for the 22/23 school year was 40%, which is a 2% decrease from the prior year. One of the factors that contributed to the decline was a lack of data-driven intentional small groups and intervention groups. Progress monitoring data was not routinely used to drive the instruction of the small groups which resulted in achievement gaps not being closed and a slight decrease in overall proficiency.

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

The data component that had the greatest gap when compared to the state average was 3rd grade ELA. Fifty percent of 3rd graders scored proficiency in the state, compared to only 40% of the 3rd graders at JD Parker. One of the factors that contributed to the decline was a lack of data-driven intentional small groups and intervention groups. Progress monitoring data was not routinely used to drive the instruction of the small groups which resulted in achievement gaps not being closed and a slight decrease in overall proficiency. In addition, one teacher demonstrated a lack of capacity in accurately teaching the 3rd grade ELA BEST standards.

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

The data component that showed the most improvement was in math. Math proficiency in grades 3-5 increased from 44% in the prior year to 57% in the 2022-2023 school year. Specifically, math proficiency increased 11% in 3rd grade, 14% in 4th grade, and 13% in 5th grade as measured by the math PM3. A factor that contributed to the increase in proficiency was that the teachers implemented the newly adopted curriculum with fidelity. In addition, teachers carefully analyzed PM1 and PM2 data to develop a grade level action plan to specifically target students for remediation in after school tutoring, small group, and intervention blocks.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In reviewing the early warning system data, we have identified attendance as being the area of greatest concern. During the 2022/2023 school year, we had 107 out of 545 students attend school less than 90% of the days.
students. It was noted that our Hispanic had nearly double the amount of absences compared to our Black and White population.

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

Our highest priority for school improvement in the upcoming school year is to increase overall proficiency in ELA across all grade levels. Attendance is also an area where improvement is needed. We have also identified two low performing subgroups- black and SWD- that are both below the 41% on the Federal Index. Students with disabilities have been below the 41% for 3 years and black students have been below the 41% for the past 2 years. These subgroups will be a high priority in all subjects.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In order to maintain a positive school culture and environment we will be focusing on increasing overall student attendance in school. According to our Early Warning System data, 21% (107/518) of our students attend school less than 90% of the time. Of these 107 students, 43% of them are Hispanic, 22% are Black, and 25% are White.

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

The measurable outcome for the 2023/2024 school year will be to decrease the number of students attending school less than 90% of the time by 20%.

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

This area of focus will be monitored during our monthly attendance meetings, monthly grade level data chat meetings, and weekly MTSS meetings. Our school based attendance committee will work with the social worker to monitor student attendance.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According to Attendance Works- Advancing Student Success by Reducing Chronic Absence, "School attendance is a simple, easily understood measure of student performance. One strategy for improving attendance is engaging students, parents, educators, and community members in a campaign that offers positive recognition for getting to school on-time." With this information, we plan on proving monthly and quarterly attendance incentives for students. Our attendance committee will also regularly communicate the importance of attendance, specifically why it matters for reading. The attendance committee will also engage stakeholders in an activity "Illustrating the Gap in 3rd Grade Reading Exercise" which will provide parents with and easy to understand rationale on the importance of attendance.

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

These specific strategies were selected upon review of the evidence-based strategies on the Attendance Works- Advancing Student Success by Reducing Chronic Absence. Increasing parent awareness on the detriments of chronic absenteeism and providing student incentives for regularly attending school have both been shown to positively impact schools' attendance rates.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

During our Annual Title I Parent Meeting, will will engage parents and guardians in an "Illustrating the Gap in 3rd Grade Reading Exercise" that was shared from Attendance Works. This will be presented in both English and Spanish.

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

By When: August, 8, 2023, August 23, 2023, and August 24, 2023

Monthly attendance meetings to monitor attendance and send home truancy notices to parents. In addition, parents will be contact to see if the school can assist in removing barriers that prevent regular attendance.

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

By When: Monthly

Monthly and quarterly attendance incentives will be provided to students that attend regularly or who have made improvement with their attendance.

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

By When: Monthly and quarterly

Monthly PBIS incentives.

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

By When: September 1, 2023

Monthly "Rockstar" Celebrations

Person Responsible: Emily Gallo (galloe@martin.k12.fl.us)

By When: September 1, 2023

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus was identified as a crucial need because our Black students scored 37% on the Federal Index.

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

By the end of 2023/2024 school year, this subgroup will obtain a Federal Index score of 41% or higher.

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

The monitoring of this ESSA Subgroup will occur during a monthly data chat meetings with each grade level. Leadership team will be specifically looking at assessment data and small group lesson plans to ensure that these students are receiving interventions and supports needed to be successful.

Person responsible for monitoring outcome:
Aimee Morrell (morrela@martin.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Establishing, maintaining, and communicating high expectations for our black students as well as developing genuine student-teacher relationships are the two evidence based interventions selected that show promising evidence.

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

The Regional Education Laboratory at American Institutes for Research (REL) published an article "Evidence-supported interventions associated with Black students' educational outcomes: Findings from a systematic review of research" which supports the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Positive phone calls home will occur once a semester.

Person Responsible: Aimee Morrell (morrela@martin.k12.fl.us)

By When: Starting in September 2023

Establishing rigorous, yet attainable, academic goals for all students and holding data chats on student progress.

Person Responsible: Aimee Morrell (morrela@martin.k12.fl.us)

By When: Monthly starting in September 2023.

Partnering with ESYI, Extended Day, and Boys and Girls Club to provide mentorships and academic support with students who attend their afterschool programs.

Person Responsible: Aimee Morrell (morrela@martin.k12.fl.us)

By When: August 15, 2023

Providing students with small group and intervention data-driven support to remediation/acceleration to students on a daily basis.

Person Responsible: [no one identified]

By When: September 1, 2023

Provide explicit instruction by the school interventionist to help close the achievement gap.

Person Responsible: Jamie Bitzkowski (bitzkoj@martinschools.org)

By When: September 1, 2023.

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus was identified as a crucial need because our English Language Learner students scored 39% on the Federal Index.

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

By the end of 2023/2024 school year, this subgroup will obtain a Federal Index score of 41% or higher.

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

The monitoring of this ESSA Subgroup will occur during a monthly data chat meetings with each grade level. Leadership team will be specifically looking at assessment data and small group lesson plans to ensure that these students are receiving interventions and supports needed to be successful.

Person responsible for monitoring outcome:
Aimee Morrell (morrela@martin.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Collaboration for Effective Educator, Development, Accountability, and Reform
(CEEDAR) Center in conjunction with the University of Florida provides four key recommendations for academic instruction for ELs: (a) provide students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas, (b) teach vocabulary across content areas, (c) provide instruction and/or instructional support in the primary language as needed, and (d) provide appropriate interventions for ELs who need support beyond Tier 1 instruction.

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

The 4 key recommendations for academic instruction for ELs are evidence based practices for English Language Learners according to CEEDAR and the University of Florida.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

English Language Learners will participate in Imagine Learning.

Person Responsible: Jamie Hawkins (hawkinj@martinschools.org)

By When: September 1, 2023

Provide targeted small-group explicit interventions at Tier 2 for struggling ELs or Tier 3 for ELs who have intensive needs.

Person Responsible: Jamie Hawkins (hawkinj@martinschools.org)

By When: September 1, 2023

ESOL paraprofessional will provide instruction or instructional support in primary language if needed.

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

By When: September 1, 2023

Teach vocabulary across content areas. Provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking. Specifically teach high-utility academic words as well as teaching word-learning strategies.

Person Responsible: Jamie Hawkins (hawkinj@martinschools.org)

By When: September 1, 2023

Use peer-supported learning to help students practice oral language during academic lessons

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

By When: August 15, 2023

#4. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus was identified as a crucial need because our Multiracial students scored 40% on the Federal Index.

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

By the end of 2023/2024 school year, this subgroup will obtain a Federal Index score of 41% or higher.

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

The monitoring of this ESSA Subgroup will occur during a monthly data chat meetings with each grade level. Leadership team will be specifically looking at assessment data and small group lesson plans to ensure that these students are receiving interventions and supports needed to be successful.

Person responsible for monitoring outcome:

Aimee Morrell (morrela@martin.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Establishing, maintaining, and communicating high expectations for our black students as well as developing genuine student-teacher relationships are the two evidence based interventions selected that show promising evidence.

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

The Regional Education Laboratory at American Institutes for Research (REL) published an article "Evidence-supported interventions associated with Black students' educational outcomes: Findings from a systematic review of research" which supports the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Establishing rigorous, yet attainable, academic goals for all students and holding data chats on student progress.

Person Responsible: Aimee Morrell (morrela@martin.k12.fl.us)

By When: September 1, 2023

Positive phone call home once per semester.

Person Responsible: Aimee Morrell (morrela@martin.k12.fl.us)

By When: September 1, 2023

Partnering with ESYI, Extended Day, and Boys and Girls Club to provide mentorships and academic support with students who attend their afterschool programs.

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

By When: September 1, 2023

Providing students with small group and intervention data-driven support to remediation/acceleration to students on a daily basis.

Person Responsible: Jamie Hawkins (hawkinj@martinschools.org)

By When: September 1, 2023

Provide explicit instruction by the school interventionist to help close the achievement gap.

Person Responsible: Jamie Bitzkowski (bitzkoj@martinschools.org)

By When: September 1, 2023

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus was identified as a crucial need because our Students with Disabilities scored 39% on the Federal Index. Our SWD population has scored below the 41% on the Federal Index for three years in a row.

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

By the end of 2023/2024 school year, this subgroup will obtain a Federal Index score of 41% or higher.

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

The monitoring of this ESSA Subgroup will occur during a monthly data chat meetings with each grade level. Leadership team will be specifically looking at assessment data and small group lesson plans to ensure that these students are receiving interventions and supports needed to be successful.

Person responsible for monitoring outcome:

Jamie Hawkins (hawkinj@martinschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Phonological awareness, or the ability to detect or manipulate the sounds in words independent of meaning, has been identified as a key early literacy skill and precursor to reading. Phonological awareness training can involve various activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or to identify, detect, or produce rhyme or alliteration. Phonologic awareness training can occur in both regular and special education classrooms. We will be implementing Heggerty and Fundations to provide phonological awareness training with our students.

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

According to the What Works Clearinghouse, "Phonological awareness training was found to have potentially positive effects on communication/language competencies for children with learning disabilities in early education settings."

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Additional allocation of a support facilitator to help meet the needs of our students with disabilities.

Person Responsible: Aimee Morrell (morrela@martin.k12.fl.us)

By When: Prior to the first day of school.

Restructuring of support facilitator schedules to allocate time needed to provide interventions.

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

By When: Prior to the first day of school.

Use of Heggerty and Fundations curriculums to specifically teach phonological awareness.

Person Responsible: Jamie Hawkins (hawkinj@martinschools.org)

By When: Starting the first week of school and continuing throughout the school year.

Providing students with small group and intervention data-driven support to remediation/acceleration to students on a daily basis.

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

By When: September 1, 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Based upon the data from the 2022-23 school year, resources and allocations have been shifted to include full time reading and math coaches. By adding these allocations we are able to provide consistent instructional support for all teachers based on their individual needs. Coaches will also participate in teacher data chats to help create specific plans for low performing students. Close monitoring of our ESSA subgroups will be included in these data chats. In addition, a full time interventionist will be providing targeted interventions specifically to struggling 2nd - 4th graders. These allocation changes directly support our need for improvement in ELA and Math proficiency.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Following the science of reading, we will systematically teach students to decode words, analyze word parts, and write and recognize words 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.

Additionally, explicit teaching of comprehension strategies through think-alouds and guided practice will engage students and encourage them to share their thoughts and predictions while having discussions about texts.

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

Data from the 2023 spring administration of the FAST assessment showed that only 49% of students in grades 3-5 were reading at or above proficiency. Following the science of reading, teachers will explicitly teach comprehension strategies (activating or building background knowledge, vocabulary, language structures, inferencing and retelling) to help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text. Scaffolding and differentiating instruction will take place as students learn these important strategies.

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 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 Measurable Outcomes

By June 2024, 90% of students in grades K-2 will have memorized their sight words as measure by monthly assessments and will develop a strong phonemic awareness and phonics foundation which will be measure by Heggerty and Fundations assessments.

Grades 3-5 Measurable Outcomes

By June 2024, 60% 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 ELA by the spring FAST PM 3.

Monitoring

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 impact student achievement outcomes.

K-2 teachers will keep track of student progress towards meeting the goals through Fundations and STAR assessments. As students achieve their grade level goal, they will be celebrated for their learning. Teachers will participate in data chats regularly, with administration, to disaggregate assessment data

and plan for differentiated instruction. Struggling students will receive intensive intervention as well as small group instruction in the core.

3-5 student progress will be measured through Benchmark and FAST assessments. Teachers will participate in data chats regularly, with administration, to disaggregate assessment data and plan for differentiated instruction. Struggling students will receive intensive intervention as well as small group instruction in the core. School-wide data will also be monitored by the Literacy committee and MTSS team.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Morrell, Aimee, morrela@martin.k12.fl.us

Evidence-based Practices/Programs

Description:
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. §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?

In the core, K-2 receive Benchmark Advance Florida (Moderate to Promising Evidence), Heggerty's Phonemic Awareness Curriculum (Strong Evidence), Fundations (Strong Evidence) and Geodes (Moderate to Strong Evidence). Grades 3-5 receive Benchmark Advance Florida (Moderate to Promising Evidence). All core curriculum is aligned to Florida BEST standards and the district's reading plan. Monitoring is achieved through program assessments as well as STAR and FAST progress monitoring assessments.

For tiered intervention, K-1 students receive additional from Heggerty's Phonemic Awareness (Strong Evidence), Fundations - 3 day intervention plan (Strong Evidence), Geodes - 3 day intervention plan (Moderate to Strong Evidence), Heggerty's Bridge the Gap (Strong Evidence) or Quick Reads (Strong Evidence). 3-5 students receive additional support from Phonics for Reading (Strong Evidence), Benchmark Advance Florida Interventions (Moderate to Promising Evidence) or Story Champs (Strong Evidence). Monitoring is achieved through program assessments as well as STAR and FAST progress monitoring assessments. Additional data is collected and reviewed from STAR CBM during MTSS progress monitoring meetings.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

All core content curriculum and intervention resources are evidence based and are used when a focused need is identified through assessment. All programs have a proven record of effectiveness for targeted populations when used with fidelity.

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
All returning K-2 teachers have received professional development in the use of Heggerty's Phonemic Awareness and Fundations. New teachers will be trained before the 1st day of school or as soon as the schedule allows. The Literacy coach will model desired instruction and do regular fidelity checks throughout the school year. Teachers participate in weekly collaborative learning teams with the literacy coach to plan lessons and analyze data. Small group instruction and intensive supports are added as needed.	Hawkins , Jamie , hawkinj@martinschools.org
Teach students how to use language comprehension strategies to help increase understanding of the text. The district has adopted Benchmark Advance as the core curriculum to teach the BEST standards. The curriculum has carefully selected text sets that are on-grade level and provide students with multiple opportunities to practice using the learned 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. In addition, teacher data chats will be help with administration to dive deeply into data and create focused plans for all students.	Hawkins , Jamie , hawkinj@martinschools.org
Increase student collaboration and discussion of the texts. Academic teaming will increase engagement and build confidence as students use what they are being taught to work through the text. Professional learning will be provided to teachers to facilitate the planning of engagement strategies. Teachers will plan for these engagement activities during the weekly collaborative learning teams. The literacy coach will support the planning and utilize walkthrough observations to provide specific and targeted feedback to teachers on their use of the engagement strategies.	Hawkins , Jamie , hawkinj@martinschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

SIP and progress monitoring will be shared monthly at SIP meetings. J.D. Parker Elementary's School Improvements plan meetings, held monthly are provided in-person and translated for all attendees speaking other languages. Parent meetings are also opportunities where school staff focus on strategies to bolster SIP goals and areas of focus. Additionally, SIP plan is provided in a language parents can understand through the following webpage as an additional measure of dissemination beyond in-person: https://www.martinschools.org/o/jdpes/page/school-improvement-plan

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

J.D. Parker Elementary school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress through the activities listed in the Parent and Family Engagement Plan (PFEP). https://docs.google.com/document/d/1ZlWDBzbnWYfhf6i4ue-GiJhhkrMeje3QeUuG32049fo/edit

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

JD Parker plans to strengthen the academic program, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by:
1. 5100.4192.0051.00001
*Tutoring (increases amount of learning time)
2. 6400.4192.0051.04170.20230.41700
*PD activities and additional PLC planning time (allow for the increase of quality learning time)
3. 5100.4510.0051.00001
*Supplies and programming (allow for enriched and accelerated curriculum

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

JD Parker's plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as:
Title I Part A
Title 111/ELL
Title 9/Homeless Families in Transition