

The Webster School



2014-15 School Improvement Plan

The Webster School

420 N ORANGE ST, St Augustine, FL 32084

<http://webster.stjohns.k12.fl.us/>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

79%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

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

School Board Approval

This plan is pending approval by the St. Johns County School Board.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	39

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
Prevent	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At The Webster School we believe that ALL PEOPLE can and will learn. To achieve our mission we will empower and inspire students with the tools necessary for increased student achievement and lifelong success.

Provide the school's vision statement

To move ALL students forward academically, socially and behaviorally regardless of their circumstances and to provide them with a solid foundation for future success.

School Environment

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

During grade level PLC's, teachers will participate in an ongoing book study of Ruby Payne's Framework for Understanding Poverty. Parents are required to come in for Parent/Student/Teacher conferences in the first quarter.

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

All stakeholders are given specific duty times. Adults are in place to assist students with homework and signing planners as needed. There is an extended day provider available to families both before and after school.

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 Webster School has a strong PBS program that consists of leveled rewards and consequences. Each day the children earn a PAW based on set criteria. At the end of a quarter, there is a celebration. Children are also recognized for academic accomplishments each quarter at an assembly called, "Celebration of Champions". Each week a child from each class is chosen to be the "Wolverine of the Week" for showing good character as part of the district wide Character Counts initiative.

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

The Webster School is a full service school. This entitles the children at the school to services related to health, nutrition and counseling. The school has a licensed mental health counselor who sees children at the school each week. The school also has an extensive mentoring program consisting of school., district and community volunteers. In addition to these services, the school has a full time guidance counselor and behavior specialist and a psychologist 3.5 days per week. All three of these professionals see social skills groups 1x per week.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	18	13	10	9	6	58
One or more suspensions	1	0	2	1	3	4	11
Course failure in ELA or Math	6	11	1	1	3	7	29
Level 1 on statewide assessment	0	0	0	5	21	17	43

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	1	4	5	
Students exhibiting two or more indicators	2	1	8	7	18

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students will be monitored by MTSS core team and intervention plan
Parent conferences held for academics and attendance
ELA and Math plans written for identified students
Attendance monitored weekly
Common intervention time for grades K-2 and 3-5
School and district mentoring
Specific interventions in place for students who have been retained

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

See Title 1 Parent Involvement Plan. The school will make every effort to include parents and encourage them to be active participants in their child's education. Some planned activities include Open House with information on Title 1 Florida State Standards and AVID, family luncheons, volunteer training, student recognition programs, student planners for parent/teacher communication, Career Fair family night to celebrate Literacy week which will include continuing education information for parents. Face to face parent/ teacher conferences connected to first report card and activities specifically designed for student with significant disabilities such as quarterly information and support group for parents of children with Autism.

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

The school actively recruits volunteers and has established relationships with several community organizations which provide 20+ volunteers per week to read to children in primary grades and assist in classrooms. These organizations also provide food, clothes and personal care items to needy children and their families.

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
Mitidieri, Bethany	Principal
Cantwell, Tiffany	Assistant Principal
Chancey, Christy	Other

Duties

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

The RtI/MTSS Leadership Team is designated as a working group consisting of the Principal, Asst. Principal, Instructional coaches, Guidance Counselor, school Psychologist, School behavior specialist and grade level teams. They provide data on RtI/MTSS Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed. The Leadership Team received initial training from the district August 9, 2011 and continues to receive ongoing training throughout the year. Professional Development for RtI is conducted for the staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly/ monthly and PLC meetings throughout the year.

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

- Provides vision for both academic and behavioral success
- Plans, implements and monitors the progress of school improvement
- Implements RtI as a school-wide method of raising student achievement outcomes based on data
- Weekly meetings

Title I Part A

Services will be offered at grade levels to provide academic support to students in Tier II and Tier III interventions. The interventions are research based and include: Soar to Success, Read Naturally, iXL, Early Success, Fast Forward and Quick Reads

Title I, Part C – Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. These services are provided and monitored by SJCS Student Services in conjunction with TWS guidance and administration.

Title I, Part D

Funds are available in district provided programs for youth in eligible facilities.

Title II

Title II also has provides Discovery Education with Science videos. A portion of the Balanced Literacy training also will be provided through the Title II grant.

Title II

TWS receives Title II funds through district allocations based on FTE and program needs. Title II funds are spent on FCIM curriculum planning during the summer for the following school year.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

A District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education as well as providing breakfast and lunch for these students.

Transportation is also made available through the district.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level I readers. SAI funds will be used to provide additional instructional support through the use of a Science Lab teacher who also serves as an ESE support facilitator in the same grade level with identified student groups in grades 3-5. SAI funds also provide site licenses for Reading A-Z, RAZ kids and iXL.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students incorporating field trips, community service, and counseling. Through the implementation of the Positive Behavior Support (PBS) system, all behavioral data is tracked and monitored in order to implement effective strategies that target minor behaviors in the early stages. TWS has a Student Intervention Coordinator as well as a Behavioral Specialist working directly with the students and staff in order to assist with the behavioral needs of our campus.

Nutrition Program

The school works cooperatively with the local Health Department establishing a model nutritional program to eat healthy, promote exercise and increase use of lower fat milk. Vegetable gardens will be planted again this year to encourage healthy eating.

Housing Programs

Evening programs scheduled to provide community information about services available to eligible families.

Head Start

Services are provided at the school for eligible students and benefit from a full day program with the additional use of VPK funds.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Amanda Devany	Teacher
Kristen Villacci	Teacher
Bethany Mitidieri	Principal
Demara Sherman	Education Support Employee
Cassandra Whitty	Education Support Employee
Angie McInnes	Parent
Corey Walker	Parent
Wildalyn Harris	Teacher
Alice Howard	Parent
Ming Chon Tam	Parent
Lisa Blanco	Parent
Dr. David Rice	Business/Community

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 committee reviews the previous years plan, make suggestions and approves the current year plan after viewing all pertinent data.

Development of this school improvement plan

The SAC committee reviews the previous years plan, make suggestions and approves the current year plan after viewing all pertinent data.

Preparation of the school's annual budget and plan

The annual budget is prepared with the guidance and input of the SAC committee.

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

School improvement funds will be used at the discretion of the SAC committee to support school wide initiatives such as AVID (Advancement via Individual Determination) and Balanced Literacy.

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)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

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

Name	Title
Mitidieri, Bethany	Principal
Cantwell, Tiffany	Assistant Principal
Chancey, Christy	Other

Duties

Describe how the LLT promotes literacy within the school

The Team will focus on all students making learning gains in all subject areas. Focus will be placed on reading and math proficiency with an emphasis on effective teaching strategies based on the Marzano research. Particular focus will be paid to the implementation and effectiveness of a school wide intervention block for Reading and implementation of Florida Standards. All K-2 teachers are being re-trained in Balanced Literacy and grades 3-5 will be using the Comprehension Tool Kit and DBQ project for their Literacy blocks. The focus school wide will be to improve Tier 1 reading.

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

Teachers are given multiple opportunities to collaborate including:

- Team planning on early release days 2x per month
- Common planning time during the day
- Full day grade level PLC's every 6 weeks.
- Opportunities to visit other classrooms with subs provided

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

1. Continued use of the SJCS D's JOBS System.
2. With the support of SJCS D, we only hire teachers who meet NCLB's Highly Qualified requirements
3. Professional Development
4. Partnering new teachers with veteran staff
5. Monthly new teacher mentoring group
6. Hosting interns from local colleges and universities

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

Mentors are chosen based on level of performance, role as team leader and years of experience. Mentoring activities include weekly meetings, team planning, monthly mentoring group with administration.

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

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

The Webster School uses a continuous cycle of data analysis. The students are given the Discovery Education Assessment 3 times per year. There is ongoing formative assessment. When teachers meet each six weeks, they look at data and use the information to drive their instruction. Students in the lowest quartiles and those with more than 1 EWS are monitored closely for growth. Students in the Rtl process are progress monitored using STAR on a biweekly or weekly basis depending on their Tier. Once instructional weaknesses have been determined, students are pulled in small groups for remediation during a common grade level remediation block. Some students are pulled out for specific remediation programs such as Fast Forward, Quick Reads or Leveled Literacy Intervention. After each assessment, teacher conduct student data chats to help children in a process of continuous goal setting.

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: After School Program

Minutes added to school year:

Using grant funds, the school will again be running an after school enrichment camp. The camp will focus on homework help/tutoring and enrichment activities. The enrichment activities will include; basketball, running, dance, art, cooking, drama, woodworking, media center and others based on availability.

Strategy Rationale

Many of the children at The Webster School lack a safe, productive environment in the afternoon. This program fulfills this need and also provides much needed additional tutoring. The rationale behind the enrichment is to build vocabulary and background knowledge through experiential learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mitidieri, Bethany, bethany.mitidieri@stjohns.k12.fl.us

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

Discovery Education and State assessment data is used to determine the effectiveness of the program.

Strategy: Summer Program

Minutes added to school year:

AVID Summer Institute

Strategy Rationale

Teachers are given an opportunity to attend a week long summer institute for AVID (Advancement via Individual Determination). Here teachers learning instructional strategies to help children become ready for college and careers. They are given time to plan and collaborate as a team.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mitidieri, Bethany, bethany.mitidieri@stjohns.k12.fl.us

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

Checklists and Rubrics are collected 3 times per year as required for certification

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

There are currently 3 Head Start Classrooms, and two additional blended Pre-K ESE/VPK classrooms. There are also 2 self-contained Pre-k ESE classrooms at Webster. The students participate with the general education population for activities and programs throughout the school year. Head Start and Kindergarten plan a program together for the end of the school year. Students transition to eating in the regular cafeteria the last month of school.

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

NA

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

NA

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

NA

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

NA

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.** All teachers will implement high yield strategies aligned to the State Standards to differentiate instruction for all types of learners.
- G2.** All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.
- G3.** All teachers will use data to drive instructional decision making

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. All teachers will implement high yield strategies aligned to the State Standards to differentiate instruction for all types of learners. **1a**

G036290

Targets Supported **1b**

Indicator	Annual Target
AMO Targets Reading - All Students	67.0
AMO Targets Reading - African American	52.0
AMO Targets Reading - ED	63.0
Reading % making learning gains	68.0
Reading % in lowest 25% making learning gains	70.0
AMO Targets Reading - SWD	50.0

Resources Available to Support the Goal **2**

- EEE (Teacher Observation System aligned with Marzano's framework)
- AVID framework
- Daily 5 framework,
- Balanced Literacy
- Hattie's Visible Learning
- Monthly, full day PLC meetings with each grade level
- DBQ project
- Comprehension Tool Kit

Targeted Barriers to Achieving the Goal **3**

- Lack of Teacher training/Professional Development

Plan to Monitor Progress Toward G1. **8**

Observation Data
Teacher fidelity checks
Progress monitoring data

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

achievement data Teacher observation results Classroom observation data

G2. All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed. 1a

G036291

Targets Supported 1b

Indicator	Annual Target
AMO Targets Math - All Students	63.0
AMO Targets Reading - All Students	67.0
FCAT 2.0 Science % Proficient	65.0

Resources Available to Support the Goal 2

- Instructional Literacy Coach and Math Coach,
- Mentors,
- Interns
- St. Augustine High School Teacher Academy
- Title I Funds, Title II Funds, SAI Funds
- Progress monitoring data; Discovery Education, STAR, District Formative Assessments

Targeted Barriers to Achieving the Goal 3

- Lack of time for planning and professional development

Plan to Monitor Progress Toward G2. 8

student performance data
teacher lesson plans
teacher data action plans

Person Responsible

Bethany Mitidieri

Schedule

Semiannually, from 9/3/2014 to 5/27/2015

Evidence of Completion

student performance data

G3. All teachers will use data to drive instructional decision making 1a

G036292

Targets Supported 1b

Indicator	Annual Target
AMO Targets Math - All Students	63.0
AMO Targets Reading - All Students	67.0
FCAT 2.0 Science % Proficient	65.0

Resources Available to Support the Goal 2

- Instructional Literacy Coach and Math Coach,
- Mentors,
- Interns
- St. Augustine High School Teacher Academy
- Title I Funds, Title II Funds, SAI Funds
- Progress monitoring data; Discovery Education, STAR, District Formative Assessments

Targeted Barriers to Achieving the Goal 3

- Lack of teacher proficiency in disaggregating and interpreting data to drive instruction

Plan to Monitor Progress Toward G3. 8

student performance data
teacher lesson plans
teacher data action plans

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

student performance data student growth

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. All teachers will implement high yield strategies aligned to the State Standards to differentiate instruction for all types of learners. **1**

 G036290

G1.B1 Lack of Teacher training/Professional Development **2**

 B086851

G1.B1.S1 Full day PLC with grade levels once every 8 weeks. Half day PD and half day data analysis/ MTSS/Rtl **4**

 S097568

Strategy Rationale

To increase teacher's knowledge and understanding of high effect strategies and analyze student data.

Action Step 1 **5**

Full Day PLC meetings with substitutes provided

Person Responsible

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Agendas Sign in Sheets Meeting notes

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

Walkthroughs, informal and formal observations

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Teacher ratings Achievemnt data Student engagement

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

analysis of exit tickets
assessment calenedar
PLC calendar

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

coaching logs progressmonitoring data observation data

G1.B1.S2 In classroom coaching and modeling using the strategies learned in PLC. 4

S097569

Strategy Rationale

To provide support for carry over and fidelity

Action Step 1 5

Instructional coaches and consultants will model strategies taught in PLC to assist with implementation and ensure fidelity.

Person Responsible

Tiffany Cantwell

Schedule

Biweekly, from 8/18/2014 to 5/27/2015

Evidence of Completion

Agendas Sign in Sheets Meeting notes

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

Walkthroughs, informal and formal observations

Person Responsible

Tiffany Cantwell

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Teacher ratings Achievement data Student engagement

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

analysis of exit tickets
assessment results
PLC calendar
Professional development feedback

Person Responsible

Tiffany Cantwell


Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

coaching logs progress monitoring data observation data

G1.B1.S3 Professional development on the use of Use of AVID, Daily 5 and Balanced literacy and comprehension tool kit. 4

 S097570

Strategy Rationale

To increase teachers understanding of high yield strategies.

Action Step 1 5

AVID, Comprehension tool kit and Balanced Literacy training.

Person Responsible

Bethany Mitidieri

Schedule

Every 6 Weeks, from 10/1/2014 to 6/3/2015

Evidence of Completion

Agendas Sign in Sheets Meeting notes

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

Walkthroughs, informal and formal observations

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Teacher ratings Achievemnt data Student engagement

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

analysis of exit tickets
assessment calenedar
PLC calendar

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

coaching logs progressmonitoring data observation data

G2. All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed. 1

G036291

G2.B3 Lack of time for planning and professional development 2

B086860

G2.B3.S1 Scheduled collaboration meetings 4

S097574

Strategy Rationale

To give teachers time to collaborate and share best practices.

Action Step 1 5

Grade level teams will meet monthly with administrative teams and instructional coaches. Subs will be provided.

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

PLC calendar, agendas and meeting notes, minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration and Instructional coaches will participate in meetings and follow up for fidelity with classroom walkthroughs

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

lesson plans, agendas, minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Lesson plans
Student progress monitoring data analysis

Person Responsible

Bethany Mitidieri


Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

lesson plans walk through data progress monitoring data

G2.B3.S2 Focused team planning and data analysis with topics provided 4

 S097578

Strategy Rationale

To allow teachers time to disaggregated data and plan for intervention

Action Step 1 5

Grade level teams will meet monthly with administrative teams and instructional coaches during early release time.

Person Responsible

Schedule

Evidence of Completion

PLC calendar, agendas and meeting notes, minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Administration and Instructional coaches will participate in meetings and follow up for fidelity with classroom walkthroughs

Person Responsible

Schedule

Evidence of Completion

lesson plans, agendas, minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Lesson plans
Student progress monitoring data analysis


Person Responsible

Schedule

Evidence of Completion

lesson plans walk through data progress monitoring data

G2.B3.S3 Grade level common planning during the school day 4

 S097579

Strategy Rationale

To allow teachers to analyze student work samples

Action Step 1 5

Grade level teams will meet during common planning for collaboration and data analysis.

Person Responsible

Schedule

Evidence of Completion

PLC calendar, agendas and meeting notes, minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Administration and Instructional coaches will participate in meetings and follow up for fidelity with classroom walkthroughs

Person Responsible

Schedule

Evidence of Completion

lesson plans, agendas, minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Lesson plans
Student progress monitoring data analysis

Person Responsible

Schedule

Evidence of Completion

lesson plans walk through data progress monitoring data

G3. All teachers will use data to drive instructional decision making 1

G036292

G3.B10 Lack of teacher proficiency in disaggregating and interpreting data to drive instruction 2

B086876

G3.B10.S1 Data/MTSS/Rtl meetings 4

S097589

Strategy Rationale

To assist teachers in understanding and interpreting student data.

Action Step 1 5

Training on the utilization and disaggregation of DE, District Formative Assessments, STAR, BAS and Performance Plus, progress monitoring forms and data action plans

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

student growth and achievement data lesson plans targeted small group remediation

Plan to Monitor Fidelity of Implementation of G3.B10.S1 6

Administration and instructional coaches will facilitate meetings and follow up with grade level planning meetings and classroom walk throughs. The team will identify students who are t risk and help teachers plan for remediation.

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Notes, agendas, minutes, performance data

Plan to Monitor Effectiveness of Implementation of G3.B10.S1 7

core team meetings

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

notes, minutes, performance data, lesson plans

G3.B10.S2 Teachers will utilize individual progress monitoring forms for students 4

 S097590

Strategy Rationale

To assist teachers in organizing and presenting data to students and parents.

Action Step 1 5

Teacher will utilize the individual progress monitoring form and data action plans to understand students strengths and weaknesses and modify instruction to re-mediate students

Person Responsible

Tiffany Cantwell

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

student growth and achievement data lesson plans targeted small group remediation

Plan to Monitor Fidelity of Implementation of G3.B10.S2 6

Administration and instructional coaches will facilitate meetings and follow up with grade level planning meetings and classroom walk throughs.

Person Responsible

Tiffany Cantwell

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Notes, agendas, minutes, performance data, action plans and monitoring forms

Plan to Monitor Effectiveness of Implementation of G3.B10.S2 7

core team meetings

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

notes, minutes, performance data, student growth

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	Full Day PLC meetings with substitutes provided		9/3/2014	Agendas Sign in Sheets Meeting notes	5/27/2015 weekly
G1.B1.S2.A1	Instructional coaches and consultants will model strategies taught in PLC to assist with implementation and ensure fidelity.	Cantwell, Tiffany	8/18/2014	Agendas Sign in Sheets Meeting notes	5/27/2015 biweekly
G1.B1.S3.A1	AVID, Comprehension tool kit and Balanced Literacy training.	Mitidieri, Bethany	10/1/2014	Agendas Sign in Sheets Meeting notes	6/3/2015 every-6-weeks
G2.B3.S1.A1	Grade level teams will meet monthly with administrative teams and instructional coaches. Subs will be provided.	Mitidieri, Bethany	9/3/2014	PLC calendar, agendas and meeting notes, minutes	5/27/2015 weekly
G2.B3.S2.A1	Grade level teams will meet monthly with administrative teams and		PLC calendar, agendas	once	

St. Johns - 0201 - The Webster School - 2014-15 SIP
The Webster School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	instructional coaches during early release time.		and meeting notes, minutes		
G2.B3.S3.A1	Grade level teams will meet during common planning for collaboration and data analysis.		PLC calendar, agendas and meeting notes, minutes	once	
G3.B10.S1.A1	Training on the utilization and disaggregation of DE, District Formative Assessments, STAR, BAS and Performance Plus, progress monitoring forms and data action plans	Mitidieri, Bethany	9/3/2014	student growth and achievement data lesson plans targeted small group remediation	5/27/2015 weekly
G3.B10.S2.A1	Teacher will utilize the individual progress monitoring form and data action plans to understand students strengths and weaknesses and modify instruction to re-mediate students	Cantwell, Tiffany	9/3/2014	student growth and achievement data lesson plans targeted small group remediation	5/27/2015 quarterly
G1.MA1	Observation Data Teacher fidelity checks Progress monitoring data	Mitidieri, Bethany	9/3/2014	achievement data Teacher observation results Classroom observation data	5/27/2015 weekly
G1.B1.S1.MA1	analysis of exit tickets assessment calendar PLC calendar	Mitidieri, Bethany	9/3/2014	coaching logs progress monitoring data observation data	5/27/2015 monthly
G1.B1.S1.MA1	Walkthroughs, informal and formal observations	Mitidieri, Bethany	9/3/2014	Teacher ratings Achievement data Student engagement	5/27/2015 monthly
G1.B1.S2.MA1	analysis of exit tickets assessment results PLC calendar Professional development feedback	Cantwell, Tiffany	9/3/2014	coaching logs progress monitoring data observation data	5/27/2015 monthly
G1.B1.S2.MA1	Walkthroughs, informal and formal observations	Cantwell, Tiffany	9/3/2014	Teacher ratings Achievement data Student engagement	5/27/2015 monthly
G1.B1.S3.MA1	analysis of exit tickets assessment calendar PLC calendar	Mitidieri, Bethany	9/3/2014	coaching logs progress monitoring data observation data	5/27/2015 monthly
G1.B1.S3.MA1	Walkthroughs, informal and formal observations	Mitidieri, Bethany	9/3/2014	Teacher ratings Achievement data Student engagement	5/27/2015 monthly
G2.MA1	student performance data teacher lesson plans teacher data action plans	Mitidieri, Bethany	9/3/2014	student performance data	5/27/2015 semiannually
G2.B3.S1.MA1	Lesson plans Student progress monitoring data analysis	Mitidieri, Bethany	9/3/2014	lesson plans walk through data progress monitoring data	5/27/2015 quarterly
G2.B3.S1.MA1	Administration and Instructional coaches will participate in meetings and follow up for fidelity with classroom walkthroughs	Mitidieri, Bethany	9/3/2014	lesson plans, agendas, minutes	5/27/2015 monthly
G2.B3.S2.MA1	Lesson plans Student progress monitoring data analysis		lesson plans walk through data progress monitoring data	once	
G2.B3.S2.MA1	Administration and Instructional coaches will participate in meetings and follow up for fidelity with classroom walkthroughs		lesson plans, agendas, minutes	once	
G2.B3.S3.MA1	Lesson plans Student progress monitoring data analysis		lesson plans walk through data progress monitoring data	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S3.MA1	Administration and Instructional coaches will participate in meetings and follow up for fidelity with classroom walkthroughs		lesson plans, agendas, minutes	once	
G3.MA1	student performance data teacher lesson plans teacher data action plans	Mitidieri, Bethany	9/3/2014	student performance data student growth	5/27/2015 weekly
G3.B10.S1.MA1	core team meetings	Mitidieri, Bethany	9/3/2014	notes, minutes, performance data, lesson plans	5/27/2015 weekly
G3.B10.S1.MA1	Administration and instructional coaches will facilitate meetings and follow up with grade level planning meetings and classroom walk throughs. The team will identify students who are t risk and help teachers plan for remediation.	Mitidieri, Bethany	9/3/2014	Notes, agendas, minutes, performance data	5/27/2015 weekly
G3.B10.S2.MA1	core team meetings	Mitidieri, Bethany	9/3/2014	notes, minutes, performance data, student growth	5/27/2015 weekly
G3.B10.S2.MA1	Administration and instructional coaches will facilitate meetings and follow up with grade level planning meetings and classroom walk throughs.	Cantwell, Tiffany	9/3/2014	Notes, agendas, minutes, performance data, action plans and monitoring forms	5/27/2015 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. All teachers will implement high yield strategies aligned to the State Standards to differentiate instruction for all types of learners.

G1.B1 Lack of Teacher training/Professional Development

G1.B1.S1 Full day PLC with grade levels once every 8 weeks. Half day PD and half day data analysis/ MTSS/Rtl

PD Opportunity 1

Full Day PLC meetings with substitutes provided

Facilitator

Principal Asst. Principal CRC Instructional Coaches

Participants

Instructional Coaches Administration District Curriculum Specialists

Schedule

Weekly, from 9/3/2014 to 5/27/2015

G1.B1.S2 In classroom coaching and modeling using the strategies learned in PLC.

PD Opportunity 1

Instructional coaches and consultants will model strategies taught in PLC to assist with implementation and ensure fidelity.

Facilitator

Principal Asst. Principal CRC Instructional Coaches

Participants

Instructional Coaches Administration District Curriculum Specialists

Schedule

Biweekly, from 8/18/2014 to 5/27/2015

G1.B1.S3 Professional development on the use of Use of AVID, Daily 5 and Balanced literacy and comprehension tool kit.

PD Opportunity 1

AVID, Comprehension tool kit and Balanced Literacy training.

Facilitator

Principal Asst. Principal CRC Instructional Coaches

Participants

Instructional Coaches Administration Distirct Curriculum Specialists

Schedule

Every 6 Weeks, from 10/1/2014 to 6/3/2015

G2. All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.

G2.B3 Lack of time for planning and professional development

G2.B3.S1 Scheduled collaboration meetings

PD Opportunity 1

Grade level teams will meet monthly with administrative teams and instructional coaches. Subs will be provided.

Facilitator

Administrative team, Instructional coaches

Participants

grade level teams

Schedule

Weekly, from 9/3/2014 to 5/27/2015

G3. All teachers will use data to drive instructional decision making

G3.B10 Lack of teacher proficiency in disaggregating and interpreting data to drive instruction

G3.B10.S1 Data/MTSS/Rtl meetings

PD Opportunity 1

Training on the utilization and disaggregation of DE, District Formative Assessments, STAR, BAS and Performance Plus, progress monitoring forms and data action plans

Facilitator

Administration and instructional coaches

Participants

grade level teams Administration Instructional coaches District curriculum support staff

Schedule

Weekly, from 9/3/2014 to 5/27/2015

G3.B10.S2 Teachers will utilize individual progress monitoring forms for students

PD Opportunity 1

Teacher will utilize the individual progress monitoring form and data action plans to understand students strengths and weaknesses and modify instruction to re-mediate students

Facilitator

Administration and instructional coaches

Participants

grade level teams Administration Instructional coaches District curriculum support staff

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will implement high yield strategies aligned to the State Standards to differentiate instruction for all types of learners.	26,000
Grand Total	26,000

Goal 1: All teachers will implement high yield strategies aligned to the State Standards to differentiate instruction for all types of learners.

Description	Source	Total
B1.S1.A1 - substitutes for full day and half PD	Title I Part A	14,000
B1.S1.A1 - Grant funding for Balanced Literacy training	Other	12,000
Total Goal 1		26,000