

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

**School:** 0201 - The Webster School  
**District:** 55 - St. Johns  
**Principal:** Bethany Mitidieri  
**SAC Chair:** Amanda Devany  
**Superintendent:** Dr. Joseph G Joyner  
**School Board Approval Date:** 10/15/2013  
**Last Modified on:** 10/21/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	420 N ORANGE ST St Augustine, FL 32084	420 N ORANGE ST St Augustine, FL 32084
<b>Phone Number:</b>	904-547-3860	
<b>Web Address:</b>	<a href="http://webster.stjohns.k12.fl.us/">http://webster.stjohns.k12.fl.us/</a>	
<b>Email Address:</b>		

<b>School Type:</b>	Combination School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	Yes			
<b>Free/Reduced Lunch:</b>	75%			
<b>Minority:</b>	38%			
<b>School Grade History:</b>	<u>2012-13</u> PENDING	<u>2011-12</u> C	<u>2010-11</u> B	<u>2009-10</u> A

### NOTE

Sections marked N/A in the online application have been excluded from this document.  
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> The Webster School	
<b>Principal's name</b> Bethany Mitidieri	
<b>School Advisory Council chair's name</b> Amanda Devany	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Tiffany Cantwell	Assistant Principal
Christine Chancey	Curriculum Resource Coordinator
<b>District-Level Information</b>	
<b>District</b> St. Johns	
<b>Superintendent's name</b> Dr. Joseph G Joyner	
<b>Date of school board approval of SIP</b> 10/15/2013	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
Chair, Vice Chair, Secretary, Administration. The rest of the committee reflect the demographics of the school and is balanced to mirror the racial, ethnic and socio economic composition of the school. 62% white, 30% Black, 5% Hispanic, 29% students with disabilities and 77% Economically Disadvantaged.	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The SAC committee reviews the previous years plan, make suggestions and approves the current year plan after viewing all pertinent data.	
<b>Describe the activities of the SAC for the upcoming school year</b>	
SAC will be involved in all decision making for the school related to events, budget, parent involvement. The SAC meets monthly to review school's progress monitoring data.	
<b>Describe the projected use of school improvement funds and include the amount allocated to each project</b>	
<b>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</b>	
In Compliance	
<b>If no, describe the measures being taken to comply with SAC requirements</b>	
<b>Highly Qualified Staff</b>	
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Administrators</b>	
<b># Administrators</b> 3	

**# Receiving Effective rating or higher** (not entered because basis is < 10)

**Administrator Information:**

**Bethany Mitidieri**

Principal	Years as Administrator: 5	Years at Current School: 2
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**Credentials** BA in Elementary and Special Education, MEd in TESOL. Professional certificates in Elem Ed K-6. ESE K-12, ESOL K-12 and Ed Leadership at all levels

**Performance Record** 2009-2010- School grade of "C" with 457 accountability points. 44% of the lower quartile made gains in Reading and 64% made gains in Math.  
 2010-2011- Met 97% of criteria for AYP. School grade of "B" earning 520 accountability points making the school 5 points from an "A" grade.  
 Met criteria for AYP through Safe Harbor in all subgroups except white students in Math. Students in lower quartile in Reading showed 17% improvement in learning gains. In Math, showed a 4% gain. School showed and increase in achievement and learning gains in all areas ranging from 3-17%.  
 2011-2012 Earned a school grade of 'C". The retro fitted percentiles would have shown growth in Reading and Math.  
 2012-2013 Became principal of new school. School grade still pending with the outcome predicted at a "D".

**Tiffany Cantwell**

Asst Principal	Years as Administrator: 2	Years at Current School: 1
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**Credentials** B.A. Elementary Education  
 M.Ed. Educational Leadership  
 State of Florida Professional Educator's Certificate  
 Areas of Certification: Educational Leadership (All Levels), Elementary Education (Grades 1-6), English for Speakers of other Languages (ESOL) Endorsement, and Gifted Endorsement  
 National Board for Professional Teaching Standards  
 Area of Certification: Generalist Middle Childhood

**Performance Record** PV/Rawlings Elementary 2012-2013, Grade A Meeting High Standards in Reading 89%, Meeting High Standards in Math 83%, Meeting High Standards in Writing (3.5 and above) 71%, Meeting High Standards in Science 92%.

<b>Christine Chancey</b>		
Asst Principal	Years as Administrator: 25	Years at Current School: 2
<b>Credentials</b>	Degrees: BA in Exceptional Student Education; MA in Guidance Counselling and Administration Certifications Include: Exceptional Education K-12; Administration; Reading Endorsement	
<b>Performance Record</b>	Executive Director for Curriculum and Instruction St. Johns County School District 2 years; Director For Exceptional Student Education in St. Johns County 13 years. Became Curriculum Resource Coordinator at The Webster School in 2012-2103 at which time Webster was a "C" school and is now pending on a grade for 2013-2014.	
<b>Instructional Coaches</b>		
<b># Instructional Coaches 2</b>		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
<b>Lori Price</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Mathematics, Data, RtI/MTSS	
<b>Credentials</b>	BA in Elem and Special Education. Professional Certificate in Elem Ed K-6, ESE K-12 and an ESOL endorsement	
<b>Performance Record</b>	Served as District Math coach for 1 year.	
<b>Rachelle Spencer</b>		
Full-time / School-based	Years as Coach: 10	Years at Current School: 24
<b>Areas</b>	Reading/Literacy, Data, RtI/MTSS	
<b>Credentials</b>	M. Ed. Special Education, M. Ed. Reading, Professional Certificates in Reading and ESE K-12	
<b>Performance Record</b>	Served as coach during the past nine years as the school went from being a C school to an A school for two consecutive years, school is currently predicted to be a "D".	
<b>Classroom Teachers</b>		
<b># of classroom teachers 47</b>		
<b># receiving effective rating or higher 50, 106%</b>		
<b># Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 106%</b>		
<b># certified in-field, pursuant to Section 1012.2315(2), F.S. 50, 106%</b>		
<b># ESOL endorsed 17, 36%</b>		
<b># reading endorsed 4, 9%</b>		
<b># with advanced degrees 14, 30%</b>		

<b># National Board Certified</b> 2, 4%
<b># first-year teachers</b> 7, 15%
<b># with 1-5 years of experience</b> 7, 15%
<b># with 6-14 years of experience</b> 18, 38%
<b># with 15 or more years of experience</b> 21, 45%
<b>Education Paraprofessionals</b>
<b># of paraprofessionals</b> 20
<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c)</b> 20, 100%
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 2
<b># receiving effective rating or higher</b> (not entered because basis is < 10)
<p><b>Teacher Recruitment and Retention Strategies</b>                  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b></p> <ol style="list-style-type: none"> <li>1. Continued use of the SJCS D's Paperless Application System (PATS)</li> <li>2. With the support of SJCS D, we only hire teachers who meet NCLB's Highly Qualified requirements</li> <li>3. Professional Development</li> <li>4. Partnering new teachers with veteran staff</li> <li>5. Monthly new teacher mentoring group</li> </ol>
<p><b>Teacher Mentoring Program/Plan</b>                  This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b></p> <p>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.</p>
<p><b>Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)</b>                  This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs</b></p> <ul style="list-style-type: none"> <li>• Provides vision for both academic and behavioral success</li> <li>• Plans, implements and monitors the progress of school improvement</li> <li>• Implements Rtl as a school-wide method of raising student achievement outcomes based on data</li> <li>• Weekly meetings</li> </ul>

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**

The RtI/MTSS Leadership Team designated a working group consisting of the Principal, Asst. Principal, Instructional coaches, Guidance Counselor, school Psychologist 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 systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team meets weekly to evaluate student progress and the effectiveness of the program. The team will make adjustments as needed. Core team conducts fidelity checks regularly. There is a handbook stating the process for all stakeholders to follow. Students are progress monitored bi-weekly.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

- Reading and Math – FCAT
- Reading – FAIR
- Reading, Math, Science – Discovery Education, District Formative Assessments
- Writing – Scheduled Writing Prompts, District Formative Assessments
- Behavior and Attendance – PBS, data collection in ESchool Plus
- STAR Reading and Math

**Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The Leadership Team met and revised their process with representation from the district May, 2013. The team also visited other school to observe best practices in Spring 2013. In August 2013, the team revised the faculty MTSS/RtI handbook in order to streamline the process. We will continue to refine and continue to train throughout the year. Professional Development for RtI was conducted for the staff on August 15, 2012. The Leadership Team will then evaluate additional staff professional development needs during weekly/monthly and PLC meetings throughout the year.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Before or After School Program**

**Minutes added to school year:**

**Strategy Purpose(s)**

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

**Strategy Description**

Using grant funds, the school will be forming 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.

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Before school, students are given access to computer labs and the media center.

**Who is responsible for monitoring implementation of this strategy?**

Two days per month on Wednesdays, the teachers are given release time to team plan.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Bethany Mitidieri	Principal
Tiffany Cantwell	Assistant Principal
Christine Chancey	Curriculum Resource Coordinator
Rachelle Spencer	Instructional Coach
Lori Price	Instructional Coach
Melody Cashwell	Guidance Counselor
Melissa Gullo	School Psychologist
Gina Povia	Title 1 Teacher

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

This Team meets to collaborate on best instructional practices, alignment of classroom activities to the School Improvement Plan, NGSSS and Common Core standards, and the latest educational research and findings. The instructional coaches meet with individuals and grade level teams throughout the year to analyze student achievement and progress monitoring data.

**What will be the major initiatives of the LLT this year?**

The Team will focus on all of our 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 CCSS. All K-2 teachers are being re-trained in Foutas and Pinnell, Guided Reading and grades 3-5 will be using the Daily 5 structure for their Literacy blocks. The focus school wide will be to improve Tier 1 reading.

**Every Teacher Contributes to Reading Instruction**

**Describe how the school ensures every teacher contributes to the reading improvement of every student**

Students are assessed in the beginning of the school year utilizing STAR and DE. Students are grouped for reading instruction according to identified needs on baseline assessment. Assessments

are done quarterly to insure students are making adequate progress. For students who are below grade level in reading, assessments are done utilizing STAR every 4 and 1/2 weeks. An intervention block is designated school-wide every morning from 8:40 to 9:20. Students receive 40 minutes of intensive intervention supports for targeted areas of weakness in small groups. Teachers in grades K-2 are currently using the Fountas and Pinnell Balanced Reading Program and grades 3-5 are implementing the "Daily 5". Additional instructional support is provided for all ESE students and Tier 3 students through push-in services for Reading support by trained Exceptional Education teachers.

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**

There are currently 3 Head Start Classrooms, 1 of which is designated for 3 year olds, an additional blended Pre-K ESE/VPK classroom was added making 2 classrooms this school year, 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**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?**

This year the school will be beginning to utilize the AVID frame work to prepare student for College and careers.

#### **How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?**

See above

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C**



**Expected Improvements**

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Area 1: Reading****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	58%	42%	No	63%
American Indian		0%		
Asian		100%		
Black/African American	40%	19%	No	46%
Hispanic		36%		
White	65%	52%	No	69%
English language learners		0%		
Students with disabilities	38%	28%	No	44%
Economically disadvantaged	53%	37%	No	58%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	40	19%	24%
Students scoring at or above Achievement Level 4	43	21%	26%

**Florida Alternate Assessment (FAA)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		22%
Students scoring at or above Level 7	11	48%	53%

**Learning Gains**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students making learning gains (FCAT 2.0 and FAA)	76	52%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	21	65%	75%

**Comprehensive English Language Learning Assessment (CELLA)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%

<b>Area 2: Writing</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	21	32%	37%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		62%	
<b>Area 3: Mathematics</b>				
<b>Elementary and Middle School Mathematics</b>				
<b>Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	53%	43%	No	58%
American Indian		0%		
Asian		100%		
Black/African American	38%	28%	No	45%
Hispanic		55%		
White	59%	49%	No	63%
English language learners		0%		
Students with disabilities	41%	30%	No	47%
Economically disadvantaged	48%	37%	No	54%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Achievement Level 3	51	25%	30%	
Students scoring at or above Achievement Level 4	32	15%	20%	
<b>Florida Alternate Assessment (FAA)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Levels 4, 5, and 6	15	65%	70%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		14%	
<b>Learning Gains</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Learning Gains	77	53%	63%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	57%	67%	
<b>Area 4: Science</b>				
<b>Elementary School Science</b>				
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Achievement Level 3	23	32%	35%	
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%	

<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		35%
Students scoring at or above Level 7	[data excluded for privacy reasons]		35%
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			
<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		
Participation in STEM-related experiences provided for students	520	100%	
<b>Area 8: Early Warning Systems</b>			
<b>Elementary School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	139	24%	14%
Students retained, pursuant to s. 1008.25, F.S.	23	4%	2%
Students who are not proficient in reading by third grade	45	63%	58%
Students who receive two or more behavior referrals	22	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	35	7%	4%
<b>Area 9: Parent Involvement</b>			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).			
<b>Describe parental involvement targets for your school</b>			
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 and Common Core State Standards, family luncheons, volunteer training, student recognition programs, student planners for parent/teacher communication, BINGO for books family night to celebrate Literacy week, Face to face parent/ teacher conferences connected to first report card and activites specifically designed for student with significant disabilities such as quarterly information and support group for parents of children with Autism.			
<b>Specific Parental Involvement Targets</b>			
<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
48% Parents will particiapte in at least two parent invlvement activites in the 2013-2014 school year	200	38%%	48%
<b>Area 10: Additional Targets</b>			
<b>Description of additional targets</b>			
100% of students will participate in the district Character Counts program at the school level.			

**Specific Additional Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
100% Character Ed lessons on weekly school news broadcast	586	85%	100%
100% Students recognized as showing good character with weekly awards	586	90%	100%
95% Guidance lessons in classrooms related to character education	586	80%	95%

**Goals Summary**

**Goal #1:**

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

**Goal #2:**

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

**Goal #3:**

All teachers will use data to drive instructional decision making

**Goals Detail**

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

- Targets Supported**
- Reading
  - Reading - AMO's
  - Reading - FCAT2.0
  - Reading - FAA
  - Reading - Learning Gains
  - Reading - CELLA
  - Reading - Postsecondary Readiness
  - Writing
  - Math - Elementary and Middle School
  - Math - Elementary and Middle AMO's
  - Math - Elementary and Middle FCAT 2.0
  - Math - Elementary and Middle FAA
  - Math - Elementary and Middle Learning Gains
  - Science - Elementary School

- Resources Available to Support the Goal**
- 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

- Targeted Barriers to Achieving the Goal**
- Lack of Teacher training/Professional Development

**Plan to Monitor Progress Toward the Goal**

**Action:**

Observation Data Teacher fidelity checks Progress monitoring data

**Person or Persons Responsible:**

Administration Instructional coaches

**Target Dates or Schedule:**

on going

**Evidence of Completion:**

achievement data Teacher observation results Classroom observation data

**Goal #2:**

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

**Targets Supported •**

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
- 
- 
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- Lack of time for planning and professional development

**Plan to Monitor Progress Toward the Goal**

**Action:**

student performance data teacher lesson plans teacher data action plans

**Person or Persons Responsible:**

Instructional Literacy Coach and Math coach Administration

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

student performance data

**Goal #3:**

**All teachers will use data to drive instructional decision making**



**Targets Supported •**

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
- 
- 
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

- Resources Available to Support the Goal**
- Instructional Literacy Coach and Math Coach,
  - Mentors,
  - Interns
  - St. Augustine High School Teacher Academy
  - Title I Funds, Title II Funds, SAI Funds
  - Progress monitoring date; Discovery Education, STAR, District Formative Assessments
- Targeted Barriers to Achieving the Goal**
- Lack of teacher proficiency in disaggregating and interpreting data to drive instruction

**Plan to Monitor Progress Toward the Goal**

**Action:**  
student performance data teacher lesson plans teacher data action plans

**Person or Persons Responsible:**  
Instructional Literacy Coach and Math coach Administration

**Target Dates or Schedule:**  
ongoing

**Evidence of Completion:**  
student performance data student growth

**Action Plan for Improvement**

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

**Barrier #1:** Lack of Teacher training/Professional Development

**Strategy #1 to Overcome the Barrier** Full day PLC with grade levels once every 8 weeks. Half day PD and half day data analysis/MTSS/RtI

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**  
Full Day PLC meetings with substitutes provided

**Person or Persons Responsible:**  
Instructional Coaches Administration District Curriculum Specialists

**Target Dates or Schedule:**  
Weekly, Monthly and bi-monthly or as needed

**Evidence of Completion:**  
Agendas Sign in Sheets Meeting notes

**Facilitator:**  
Principal Asst. Principal CRC Instructional Coaches

**Participants:**  
Instructional Coaches Administration District Curriculum Specialists

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**

Walkthroughs, informal and formal observations

**Person or Persons Responsible:**

Administration Instructional Coaches

**Target Dates or Schedule:**

on-going according to district and school observation calendar

**Evidence of Completion**

Teacher ratings Achievemnt data Student engagement

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**

analysis of exit tickets assessment calenedar PLC calendar

**Person or Persons Responsible:**

Administration Instructional coaches

**Target Dates or Schedule:**

on going

**Evidence of Completion:**

coaching logs progressmonitoring data observation data

<b>Goal #1:</b>	All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.
<b>Barrier #1:</b>	Lack of Teacher training/Professional Development
<b>Strategy #2 to Overcome the Barrier</b>	In classroom coaching and modeling using the strategies learned in PLC.

**Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity**

**Action:**

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

**Person or Persons Responsible:**

Instructional Coaches Administration Distirct Curriculum Specialists

**Target Dates or Schedule:**

Weekly, Monthly and bi-monthly or as needed

**Evidence of Completion:**

Agendas Sign in Sheets Meeting notes

**Facilitator:**

Principal Asst. Principal CRC Instructional Coaches

**Participants:**

Instructional Coaches Administration Distirct Curriculum Specialists

**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #1**

**Action:**

Walkthroughs, informal and formal observations

**Person or Persons Responsible:**

Administration Instructional Coaches

**Target Dates or Schedule:**

on-going according to district and school observation calendar

**Evidence of Completion**

Teacher ratings Achievemnt data Student engagement

**Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #1**

**Action:**

analysis of exit tickets assessment results PLC calendar Professional development feedback

**Person or Persons Responsible:**

Administration Instructional coaches

**Target Dates or Schedule:**

on going

**Evidence of Completion:**

coaching logs progress monitoring data observation data

<b>Goal #1:</b>	All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.
<b>Barrier #1:</b>	Lack of Teacher training/Professional Development
<b>Strategy #3 to Overcome the Barrier</b>	Professional development on the use of Use of AVID, Daily 5 and Balanced literacy approaches.

**Step #1 to Implement Strategy #3 - Budget Item - PD Opportunity**

**Action:**

Balanced Literacy training with Heinemann

**Person or Persons Responsible:**

Instructional Coaches Administration Distirct Curriculum Specialists

**Target Dates or Schedule:**

Weekly, Monthly and bi-monthly or as needed

**Evidence of Completion:**

Agendas Sign in Sheets Meeting notes

**Facilitator:**

Principal Asst. Principal CRC Instructional Coaches

**Participants:**

Instructional Coaches Administration Distirct Curriculum Specialists

**Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #1**

**Action:**

Walkthroughs, informal and formal observations

**Person or Persons Responsible:**

Administration Instructional Coaches

**Target Dates or Schedule:**

on-going according to district and school observation calendar

**Evidence of Completion**

Teacher ratings Achievemnt data Student engagement

**Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #1**

**Action:**

analysis of exit tickets assessment calenedar PLC calendar

**Person or Persons Responsible:**

Administration Instructional coaches

**Target Dates or Schedule:**

on going

**Evidence of Completion:**

coaching logs progressmonitoring data observation data

<b>Goal #2:</b>	All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.
<b>Barrier #3:</b>	Lack of time for planning and professional development
<b>Strategy #1 to Overcome the Barrier</b>	Scheduled collaboration meetings

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

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

**Person or Persons Responsible:**

Administration, Instructional coaches, grade level teams

**Target Dates or Schedule:**

bi-monthly full day meetings

**Evidence of Completion:**

PLC calendar, agendas and meeting notes, minutes

**Facilitator:**

Administrative team, Instructional coaches

**Participants:**

grade level teams

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

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

**Person or Persons Responsible:**

Administrative team, Instructional coaches, team leaders

**Target Dates or Schedule:**

bi-monthly

**Evidence of Completion**

lesson plans, agendas, minutes

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

Lesson plans Student progress monitoring data analysis

**Person or Persons Responsible:**

Administration, Instructional coaches

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

lesson plans walk through data progress monitoring data

<b>Goal #2:</b>	All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.
<b>Barrier #3:</b>	Lack of time for planning and professional development
<b>Strategy #5 to Overcome the Barrier</b>	Focused team planning and data analysis with topics provided

**Step #1 to Implement Strategy #5**

**Action:**

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

**Person or Persons Responsible:**

Administration, Instructional coaches, grade level teams

**Target Dates or Schedule:**

bi-monthly full day meetings

**Evidence of Completion:**

PLC calendar, agendas and meeting notes, minutes

**Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #3 to Goal #2**

**Action:**

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

**Person or Persons Responsible:**

Administrative team, Instructional coaches, team leaders

**Target Dates or Schedule:**

bi-monthly

**Evidence of Completion**

lesson plans, agendas, minutes

**Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #3 to Goal #2**

**Action:**

Lesson plans Student progress monitoring data analysis

**Person or Persons Responsible:**

Administration, Instructional coaches

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

lesson plans walk through data progress monitoring data

<b>Goal #2:</b>	All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.
<b>Barrier #3:</b>	Lack of time for planning and professional development
<b>Strategy #6 to Overcome the Barrier</b>	Grade level common planning during the school day

**Step #1 to Implement Strategy #6**

**Action:**

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

**Person or Persons Responsible:**

Administration, Instructional coaches, grade level teams

**Target Dates or Schedule:**

bi-monthly full day meetings

**Evidence of Completion:**

PLC calendar, agendas and meeting notes, minutes

**Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #3 to Goal #2**

**Action:**

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

**Person or Persons Responsible:**

Administrative team, Instructional coaches, team leaders

**Target Dates or Schedule:**

bi-monthly

**Evidence of Completion**

lesson plans, agendas, minutes

**Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #3 to Goal #2**

**Action:**

Lesson plans Student progress monitoring data analysis

**Person or Persons Responsible:**

Administration, Instructional coaches

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

lesson plans walk through data progress monitoring data

<b>Goal #3:</b>	All teachers will use data to drive instructional decision making
<b>Barrier #10:</b>	Lack of teacher proficiency in disaggregating and interpreting data to drive instruction
<b>Strategy #2 to Overcome the Barrier</b>	Training on the utilization and disaggregation of data from district progress monitoring tools

**Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity**

**Action:**

Teachers will work with instructional coaches, administration and district curriculum support staff to understand, analyze and disaggregated progress monitoring data.

**Person or Persons Responsible:**

Administration, grade level teams, instructional coaches, district professional developers and curriculum support staff.

**Target Dates or Schedule:**

Bi-monthly grade level full day meetings. Half of the day dedicated to understanding and interpreting data with substitutes provided. Quarterly faculty meetings

**Evidence of Completion:**

student growth and achievement lesson plans targeted small group remediation

**Facilitator:**

Administration and instructional coaches

**Participants:**

grade level teams Administration Instructional coaches District curriculum support staff



**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #10 to Goal #3**

**Action:**

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

**Person or Persons Responsible:**

Administrative team, instructional coaches, district curriculum support staff

**Target Dates or Schedule:**

on going

**Evidence of Completion**

Notes, agendas, minutes, performance data

**Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #10 to Goal #3**

**Action:**

core team meetings

**Person or Persons Responsible:**

administrative team, instructional coaches

**Target Dates or Schedule:**

weekly

**Evidence of Completion:**

notes, minutes, performance data, lesson plans

<b>Goal #3:</b>	All teachers will use data to drive instructional decision making
<b>Barrier #10:</b>	Lack of teacher proficiency in disaggregating and interpreting data to drive instruction
<b>Strategy #3 to Overcome the Barrier</b>	Data/MTSS/Rtl meetings

**Step #1 to Implement Strategy #3 - PD Opportunity**

**Action:**

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

**Person or Persons Responsible:**

Administration, grade level teams, instructional coaches, district professional developers and curriculum support staff.

**Target Dates or Schedule:**

Bi-monthly grade level full day meetings. Half of the day dedicated to understanding and interpreting data with substitutes provided. Quarterly faculty meetings

**Evidence of Completion:**

student growth and achievement data lesson plans targeted small group remediation

**Facilitator:**

Administration and instructional coaches

**Participants:**

grade level teams Administration Instructional coaches District curriculum support staff

**Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #10 to Goal #3**

**Action:**

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 or Persons Responsible:**

Administrative team, instructional coaches, district curriculum support staff

**Target Dates or Schedule:**

on going

**Evidence of Completion**

Notes, agendas, minutes, performance data

**Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #10 to Goal #3**

**Action:**

core team meetings

**Person or Persons Responsible:**

administrative team, instructional coaches

**Target Dates or Schedule:**

weekly

**Evidence of Completion:**

notes, minutes, performance data, lesson plans

<b>Goal #3:</b>	All teachers will use data to drive instructional decision making
<b>Barrier #10:</b>	Lack of teacher proficiency in disaggregating and interpreting data to drive instruction
<b>Strategy #4 to Overcome the Barrier</b>	Teachers will utilize individual progress monitoring forms for students

**Step #1 to Implement Strategy #4 - PD Opportunity**

**Action:**

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 or Persons Responsible:**

Administration, grade level teams, instructional coaches, district professional developers and curriculum support staff.

**Target Dates or Schedule:**

Bi-monthly grade level full day meetings. Half of the day dedicated to understanding and interpreting data with substitutes provided.

**Evidence of Completion:**

student growth and achievement data lesson plans targeted small group remediation

**Facilitator:**

Administration and instructional coaches

**Participants:**

grade level teams Administration Instructional coaches District curriculum support staff

**Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #10 to Goal #3**

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**Action:**

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

**Person or Persons Responsible:**

Administrative team, instructional coaches, district curriculum support staff

**Target Dates or Schedule:**

on going

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #10 to Goal #3**

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**Action:**

core team meetings

**Person or Persons Responsible:**

administrative team, instructional coaches

**Target Dates or Schedule:**

weekly

**Evidence of Completion:**

notes, minutes, performance data, student growth

**Coordination and Integration**

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

**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 housing programs 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.

Adult Education

An adult education program preparing adults for the GED is planned for the school when sufficient parents sign up for the training through a grant through First Coast Technical College. The actual class would be held at Webster.

**Appendix 1: Professional Development Plan to Support School Improvement Goals**

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

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

**Barrier #1:** Lack of Teacher training/Professional Development

**Strategy #1:** Full day PLC with grade levels once every 8 weeks. Half day PD and half day data analysis/MTSS/RtI

**Action Step #1:** Full Day PLC meetings with substitutes provided

**Facilitator leader**

Principal Asst. Principal CRC Instructional Coaches

**Participants**

Instructional Coaches Administration District Curriculum Specialists

**Target dates or schedule**

Weekly, Monthly and bi-monthly or as needed

**Evidence of Completion and Person Responsible for Monitoring**

Agendas  
Sign in Sheets  
Meeting notes

(Person Responsible: Instructional Coaches  
Administration  
District Curriculum Specialists)

**Strategy #2:** In classroom coaching and modeling using the strategies learned in PLC.

**Action Step #1:** Instructional coaches and consultants will model strategies taught in PLC to assist with implementation and ensure fidelity.

**Facilitator leader**

Principal Asst. Principal CRC Instructional Coaches

**Participants**

Instructional Coaches Administration District Curriculum Specialists

**Target dates or schedule**

Weekly, Monthly and bi-monthly or as needed

**Evidence of Completion and Person Responsible for Monitoring**

Agendas  
Sign in Sheets  
Meeting notes

(Person Responsible: Instructional Coaches  
Administration  
District Curriculum Specialists)

**Strategy #3:** Professional development on the use of Use of AVID, Daily 5 and Balanced literacy approaches.

**Action Step #1:** Balanced Literacy training with Heinemann

**Facilitator leader**

Principal Asst. Principal CRC Instructional Coaches

**Participants**

Instructional Coaches Administration Distirct Curriculum Specialists

**Target dates or schedule**

Weekly, Monthly and bi-monthly or as needed

**Evidence of Completion and Person Responsible for Monitoring**

Agendas

Sign in Sheets

Meeting notes

(Person Responsible: Instructional Coaches

Administration

Distirct Curriculum Specialists)

**Goal #2:** All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.

**Barrier #3:** Lack of time for planning and professional development

**Strategy #1:** Scheduled collaboration meetings

**Action Step #1:** Grade level teams will meet monthly with administrative teams and instructional coaches. Subs will be provided.

**Facilitator leader**

Administrative team, Instructional coaches

**Participants**

grade level teams

**Target dates or schedule**

bi-monthly full day meetings

**Evidence of Completion and Person Responsible for Monitoring**

PLC calendar, agendas and meeting notes, minutes

(Person Responsible: Administration, Instructional coaches, grade level teams)

**Goal #3:** All teachers will use data to drive instructional decision making

**Barrier #10:** Lack of teacher proficiency in disaggregating and interpreting data to drive instruction

**Strategy #2:** Training on the utilization and disaggregation of data from district progress monitoring tools

**Action Step #1:** Teachers will work with instructional coaches, administration and district curriculum support staff to understand, analyze and disaggregated progress monitoring data.

**Facilitator leader**

Administration and instructional coaches

**Participants**

grade level teams Administration Instructional coaches District curriculum support staff

**Target dates or schedule**

Bi-monthly grade level full day meetings. Half of the day dedicated to understanding and interpreting data with substitutes provided. Quarterly faculty meetings

**Evidence of Completion and Person Responsible for Monitoring**

student growth and achievement

lesson plans

targeted small group remediation

(Person Responsible: Administration, grade level teams, instructional coaches, district professional developers and curriculum support staff.)

**Strategy #3:** Data/MTSS/Rtl meetings

**Action Step #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 leader**

Administration and instructional coaches

**Participants**

grade level teams Administration Instructional coaches District curriculum support staff

**Target dates or schedule**

Bi-monthly grade level full day meetings. Half of the day dedicated to understanding and interpreting data with substitutes provided. Quarterly faculty meetings

**Evidence of Completion and Person Responsible for Monitoring**

student growth and achievement data

lesson plans

targeted small group remediation

(Person Responsible: Administration, grade level teams, instructional coaches, district professional developers and curriculum support staff.)



**Strategy #4:** Teachers will utilize individual progress monitoring forms for students

**Action Step #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 leader**

Administration and instructional coaches

**Participants**

grade level teams Administration Instructional coaches District curriculum support staff

**Target dates or schedule**

Bi-monthly grade level full day meetings. Half of the day dedicated to understanding and interpreting data with substitutes provided.

**Evidence of Completion and Person Responsible for Monitoring**

student growth and achievement data

lesson plans

targeted small group remediation

(Person Responsible: Administration, grade level teams, instructional coaches, district professional developers and curriculum support staff.)

**Appendix 2: Budget to Support School Improvement Goals**

**Budget Summary by Goal**

Goal	Description	Total
Goal #1	All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.	\$8,000
Goal #2	All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.	\$8,000
Goal #3	All teachers will use data to drive instructional decision making	\$8,000
	Total	\$32,000

**Budget Summary by Resource Type and Funding Source**

Resource Type	Professional Development	Evidence-Based Program	Other	Total
Title 1	\$24,000	\$0	\$8,000	\$32,000
	\$0	\$0	\$0	\$0
grant, Title 1, Title II	\$0	\$0	\$0	\$0
Total	\$24,000	\$0	\$8,000	\$32,000

**Budget Detail**

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

**Barrier #1:** Lack of Teacher training/Professional Development

**Strategy #1:** Full day PLC with grade levels once every 8 weeks. Half day PD and half day data analysis/MTSS/Rtl

**Action Step #1:** Full Day PLC meetings with substitutes provided

**Resource Type** Professional Development  
**Resource** Professional development workshops will be provided by administration and instructional coaches. It will be based on need and progress monitoring data  
**Funding Source** Title 1  
**Amount Needed** \$8,000

**Strategy #2:** In classroom coaching and modeling using the strategies learned in PLC.

**Action Step #1:** Instructional coaches and consultants will model strategies taught in PLC to assist with implementation and ensure fidelity.

**Resource Type** Professional Development  
**Resource** Instructional coaches will model lessons  
**Funding Source**  
**Amount Needed** \$0

**Strategy #3:** Professional development on the use of Use of AVID, Daily 5 and Balanced literacy approaches.

**Action Step #1:** Balanced Literacy training with Heinemann

**Resource Type** Evidence-Based Program  
**Resource** Balanced Literacy training  
**Funding Source** grant, Title 1, Title II  
**Amount Needed** \$0

**Goal #2:** All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.

**Barrier #3:** Lack of time for planning and professional development

**Strategy #1:** Scheduled collaboration meetings

**Action Step #1:** Grade level teams will meet monthly with administrative teams and instructional coaches. Subs will be provided.

**Resource Type** Professional Development  
**Resource** Professional development workshops will be provided by administration and instructional coaches. It will be based on need and progress monitoring data  
**Funding Source** Title 1  
**Amount Needed** \$8,000

**Goal #3:** All teachers will use data to drive instructional decision making

**Barrier #10:** Lack of teacher proficiency in disaggregating and interpreting data to drive instruction

**Strategy #2:** Training on the utilization and disaggregation of data from district progress monitoring tools

**Action Step #1:** Teachers will work with instructional coaches, administration and district curriculum support staff to understand, analyze and disaggregated progress monitoring data.

**Resource Type** Other  
**Resource** data disaggregation meetings during monthly PLC  
**Funding Source** Title 1  
**Amount Needed** \$8,000