James A. Webster Elementary School

2017-18 Schoolwide Improvement Plan

James A. Webster Elementary School

420 N ORANGE ST, St Augustine, FL 32084

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	C*	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for James A. Webster Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

During weekly grade level Data Team meetings teachers will participate in an ongoing AVID training. During Data Team meetings the school's demographic data will be analyzed and discussed.

Parents are required to come in for Parent/Student/Teacher conferences in the first quarter. As part of the AVID framework, teachers and administrators participated in Culturally Relevant Teaching.

As a new Community Partnership School, we will also be hosting a few Community events in which the school and community partner together. Our first event was our Back to School Bash in which numerous community businesses and services came together to support several hundred of our parents and students with information to make a successful transition back to school. These events help build relationships between school and families and help us understand the challenges of our families and how best we can meet those needs.

b. 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. The school has an extensive mentoring program to support students. The school also receive a grant to provide a 6 week free after school tutoring and enrichment program for students in grades 3-5.

In the morning, 4th and 5th grade students are also allowed to choose an arts class with a remediation thread woven through that help provide a start to the school that is engaging, relationship building and a motivator to be plugged in during the school day.

c. 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 "Credit" 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 month a child from each class is recognized for showing good character as part of the district wide Character Counts! initiative.

Besides the PBS school-wide system using "Paws", each classroom is now connected to Classroom Dojo. We have to date over 80% of our parents connected to their classroom via this app. It communicates important information as well as positive and negative feedback about behavior. Grade levels are encouraged to develop criteria together so that positive and negative reinforcements are consistent within a grade level.

d. 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, a teacher behavior support person and a full-time therapist provided by our Children's Home Society partnership. All three of these professionals see social skills groups.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Students are monitored in three areas: academic, behavioral and general attendance, at-risk behavior. For academic concerns, the RTI team along with classroom teachers regularly meet with grade levels to review all of this data. Students who are a year behind on I-Ready in reading or math, below 70% in Cold Reads, Chapter math tests, MFAS or below quarterly expectations on the BAS are monitored and supported through RTI. For behavior, ABC data is collected in the classroom on students indicating difficulty with the Tier 1 systems. Referrals in the classroom and on the bus, as well as timeouts in the Think Thank, in-school and out-of-school suspensions and attendance are also monitored by grade levels in weekly meetings and RTI.

Data Below is current as of 09-05-17. Absences are high because 10% is any student with 1 absence at this present time. Data is monitored weekly through our District Data Dashboard.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	26	24	18	31	41	0	0	0	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	17	20	0	0	0	0	0	0	0	37

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	0	0	0	0	8	12	0	0	0	0	0	0	0	20

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

Students receive Tier 2 and Tier 3 support in terms of small group instruction based on I-ready data, LLI interventions, Wilson instruction vocabulary and language small groups. Students also have access to one on one tutoring and mentoring

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/412919.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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

Our biggest additions this year has been the partnership between Children's Home Society, Flagler Hospital, St Johns River College and the SJCSD to create and become a Community Partnership School. Through this arrangement and the full-time staff member on site, business relationships that link business, school and community together have been encouraged. Businesses that support the physical and medical needs of the community are now available on school site. Other businesses support additional resources needed to provide tutoring and enrichment for students. 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. the school also actively recruits business partnerships to provide support to the school in the form of in kind donations.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Groves, Bethany	Principal
Cantwell, Tiffany	Assistant Principal
Hall, Rob	Instructional Coach
Devany, Amanda	Teacher, K-12
Guillo , Melissa	Psychologist
Williamson, Catherine	Teacher, K-12
Walker, Kristen	Teacher, K-12

b. Duties

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

The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principal, Instructional Coaches, Guidance Counselor, School Psychologist, and District Behavior Specialist. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed. The Leadership Team received annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS 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.

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

The school leadership team:
-Carries out the mission and vision of the school
- Provides vision for both academic and behavioral success
- Plans, implements and monitors the progress of school improvement
- Implements RtI/MTSS as a school-wide method of raising student achievement outcomes based on data
- Conducts weekly meetings to review and analyze formative and summative assessment data

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: Nemour's BrightStart!, iReady, and Leveled Literacy Intervention. There is also a Title I interventionist assigned to assist the lowest quartile in 5th grade and a Literacy Coach assigned to assist students in the lowest quartile in 4th grade. There is a Title I tutor who provides Reading intervention in fthird grade. Full day VPK services are provided through Title I to assist students in readiness for kindergarten. These funds also provide iReady, a computer based diagnostic and instruction program, and the Ready-Florida materials that accompany it.

Title I, Part C – Migrant
A 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 the SJCSD Student Services department in conjunction with the school's guidance

counselor and administration.

Title I, Part D
The district provides funds for programs for youth in eligible facilities.

Title II
Title II supports Balanced Literacy training, Being a Writer, Being a Reader, and Making Meaning.

Title III
The district provides education materials and ELL support services to improve the education of immigrant and English Language Learners.

Title IX- Homeless
A district-level homeless student 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. Students are also provided breakfast and lunch. Transportation is made available through the district.

Supplemental Academic Instruction (SAI)
SAI funds will be used to provide additional instructional support through the use of a Curriculum Resource Teacher and a paraprofessional. SAI funds also provide reading remediation materials such as Leveled Literacy Intervention. Additionally, SAI funding provides the school with iReady, Florida-Ready, an ESE teacher, seven paraprofessionals, two part time certified tutors, and three days of planning for teachers.These funds also provide extended planning days for teachers in the first semester and certified tutors to work in classrooms.

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. The school 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. This is done on cooperation with the St Johns County Agricultural Extension Service.

Head Start
Services are provided at the school for eligible students. The full day program provides early intervention services to students. Students are blended with VPK and ESE PreK.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Amanda Devany	Teacher
Cassandra Whitty	Education Support Employee
Wildalynn Thomas	Teacher
Alice Howard	Parent
Elizabeth Michalik	Parent
Cassandra Peck	Parent
Lori Ann Lewis	Parent
Ron Cappalia	Parent
Bethany Groves	Principal
Kristen Walker	Teacher
Fadi Freiji	Parent
Alexius Ferguson	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee reviews the previous years plan and all pertinent data and makes suggestions for the current School Improvement Plan.

b. Development of this school improvement plan

The SAC committee reviews the previous years plan and all pertinent data including survey results. SAC then makes suggestions for the current School Improvement Plan.

c. Preparation of the school's annual budget and plan

The annual budget is prepared with the guidance and input of the SAC committee. SAC memebers are given monthly updates of budgetary items.

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

The Webster School did not receive school improvement funds last year.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Groves, Bethany	Principal
Cantwell, Tiffany	Assistant Principal
Williamson, Catherine	Other
Hall, Rob	Instructional Coach
Spencer, Rachelle	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Robert Marzano's research. Particular focus will be paid to the implementation and effectiveness of a school wide focus on formative assessment, intervention block for reading and implementation of Florida Standards. All K-2 teachers participate in on-going Balanced Literacy, Being a Writer and Being a Reader training, and I-ready and grades 3-5 teachers will receive professional development in Being a Writer, Making Meaning and iREady. The focus school wide will be to improve Tier 1 reading and to zero in on specific deficits in reading which will be remediated in small groups. There will also be a school wide focus on AVID strategies to building goal setting and academic language.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. 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 three times a month
- Weekly grade level Data Team meetings
- Opportunities to visit other classrooms with subs provided
- Cooperative planning and implementation of Deliberate Practice Plans
- Extended professional development opportunities on Wednesdays
- Professional Development and staff learning every Friday morning

2. 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 SJCSD's AppliTrack System.
2. With the support of SJCSD, we only hire teachers who meet state certification requirements
3. Professional Development
4. Partnering new teachers with veteran staff
5. SJCSD provides monthly trainings for new teachers
6. Hosting interns from local colleges and universities

3. 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, mentoring with administration.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 twice a year with district Subject Area Specialists to develop/review curriculum maps, 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 midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 data reports 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 twice a year 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.

b. Instructional Strategies

1. 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 in grades K-5 are given the I-Ready Diagnostic Assessment three times per year and a growth monitoring assessment every 30 days. There is ongoing formative assessment using MFAS, BAS and iReady Standards Mastery. When teachers meet each week, they look at data and use the information to drive their instruction. Students in the lowest quartile and those with more than one Early Warning Systems indicator are monitored closely for growth. Students in the RtI/MTSS process are progress monitored using designated assessments such as EZ CBM 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 Leveled Literacy Intervention and Nemour's Brightstart! All ESE students are pulled in Leveled Literacy Intervention groups everyday for 30 minutes to close achievement gaps for those students who are two or more years below grade level in Reading. After

each assessment, teachers conduct student data chats to help children in a process of awareness of their learning and continuous goal setting.

2. 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 runs an after school enrichment camp. The camp will focus on tutoring and enrichment activities. The enrichment activities include; basketball, running, dance, art, cooking, drama, technology and sign language.

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
Groves, Bethany, bethany.groves@stjohns.k12.fl.us

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

iReady and State assessment data as well as attendance, student grades, and surveys are used to determine the effectiveness of the program.

Strategy: After School Program

Minutes added to school year:

Teachers are given additional time on Wednesday afternoons to participate in Professional Development twice per month, for the first semester. Pd includes, data analysis, standards mastery, Beiung a Reader and Making Meaning implementation and iReady implementation.

Strategy Rationale

To allow teachers additional time for planning and professional development related to intervention and standards mastery.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Students are provided an additional 60 minutes of Reading instruction daily.

Strategy Rationale

Due to low achievement and growth scores in Reading, all students are provided extended opportuniites in Reading for remediation and enrichment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

FSA, iReady, Discovery Education and BAS

Strategy: Summer Program

Minutes added to school year:

AVID Summer Institute

Strategy Rationale

Teachers are given an opportunity to attend three day 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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 five blended PreK classes including: Head Start, VPK, preschoolers with disabilities. The students participate with the general education population for activities and programs throughout the school year. Students transitioning to Kindergarten are screened to provide academic information to Kindergarten teachers.

Students transitioning to middle school are visited by cohorts of middle school students from various programs, including band and AVID. They are also given an opportunity to tour the school and ask questions. Students are taught how to access grades and apply for programs of choice in their fifth grade year.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.   Students will increase Reading proficiency by 12%, ELA learning gains by 10% and Lowest 25% by 7% through the use of formative assessment and remediation measured by the FSA in 2017.

G2.   Students will increase Math proficiency by 9%, Math learning gains by 3% and Math Lowest 25% by 13% through the use of formative assessment, data analysis and small group instruction as measured but the 2018 FSA assessment.

G3.   Students will reduce the amount of instructional time lost due to negative behavior and out of school suspensions by 50% of last year's OSS numbers.

Strategic Goals Detail

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

G1. Students will increase Reading proficiency by 12%, ELA learning gains by 10% and Lowest 25% by 7% through the use of formative assessment and remediation measured by the FSA in 2017. `1a`

🔍 G096627

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- Lack of Teacher training/Professional Development

Resources Available to Help Reduce or Eliminate the Barriers `2`

- EEE (Teacher Observation System aligned with Marzano's framework)

- AVID framework

- Balanced Literacy

- Hattie's Visible Learning

- DBQ project

- Comprehension Tool Kit

Plan to Monitor Progress Toward G1. `8`

Observation Data
Progress monitoring data
iReady statistics
Lesson Plans

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/14/2017 to 5/21/2018

Evidence of Completion

Achievement data, teacher observation results, classroom observation data, student progress monitoring data, formative assessment data

G2. Students will increase Math proficiency by 9%, Math learning gains by 3% and Math Lowest 25% by 13% through the use of formative assessment, data analysis and small group instruction as measured but the 2018 FSA assessment. 1a

🔑 G096628

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0
Math Lowest 25% Gains	55.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of Teacher Training

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional 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

- Title I Teacher

Plan to Monitor Progress Toward G2. 8

student performance data
teacher lesson plans
student progress monitoring data
teacher observation data

Person Responsible

Bethany Groves

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

student performance data, team collaboration notes and agendas, completion of Deliberate Practice Plans

G3. Students will reduce the amount of instructional time lost due to negative behavior and out of school suspensions by 50% of last year's OSS numbers. 1a

🔍 G096629

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal 3

- lack of school-wide coordinated systems of behavioral support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches

- Mentors

- Interns

- St. Augustine High School Teacher Academy

- Title I Funds, Title II Funds, SAI Funds

- Progress monitoring date; Discovery Education, MFAS, iReady Diagnostic and Standards Mastery

Plan to Monitor Progress Toward G3. 8

student referral data
Think tank logs
RTI plans
OSS data
action plans

Person Responsible
Tiffany Cantwell

Schedule
Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion
student referral data, Think Tank logs, RTI plans, OSS data

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. Students will increase Reading proficiency by 12%, ELA learning gains by 10% and Lowest 25% by 7% through the use of formative assessment and remediation measured by the FSA in 2017. [1]

🔑 G096627

G1.B1 Lack of Teacher training/Professional Development [2]

🔑 B259910

G1.B1.S1 Weekly PLC meetings with grade levels where the PLC process is applied to planning and data analysis for the grade level. [4]

🔑 S275315

Strategy Rationale

To increase teacher's knowledge and understanding of standards, effective instructional techniques and current student performance data and individual student needs for differentiation

Action Step 1 [5]

Weekly PLC meetings

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/14/2017 to 5/21/2018

Evidence of Completion

Agendas Sign in Sheets Meeting notes anchor charts

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

Walkthroughs, informal and formal observations
Student participation statistics for iReady

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/14/2017 to 5/21/2018

Evidence of Completion

Teacher ratings, Achievement data, Student engagement

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

Student artifacts
Increase in teacher understanding and utilization of the data
PD calendar

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/14/2017 to 5/21/2018

Evidence of Completion

Coaching logs, progress monitoring data, observation data

G1.B1.S2 Extended Wednesday meetings with grade level PLC to provide professional development in standards mastery, data analysis formative assessment and small group instruction. `4`

🔑 S275316

Strategy Rationale

To provide additional time for planning and professional development.

Action Step 1 `5`

Instructional coaches and tutors will use small group instruction to address deficits and provide remediation.

Person Responsible

Rob Hall

Schedule

Daily, from 8/14/2017 to 5/21/2018

Evidence of Completion

Student performance data

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

Walkthroughs, informal and formal observations

Person Responsible

Bethany Groves

Schedule

Quarterly, from 8/14/2017 to 5/21/2018

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

Bethany Groves

Schedule

Monthly, from 8/14/2017 to 5/21/2018

Evidence of Completion

coaching logs, progress monitoring data, observation data

G1.B1.S3 Professional development on the use of Being a Reader, Being a Writer and Making Meaning, Guided Reading, I-Ready diagnostic interpretation, I-Ready toolkit utilization and small group instruction as needed. `4`

🔑 S275317

Strategy Rationale

To increase teachers understanding of district determined curriculum and best practices.

Action Step 1 `5`

Professional Development - I-Ready Training

Person Responsible

Rob Hall

Schedule

Monthly, from 8/14/2017 to 5/21/2018

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 Groves

Schedule

Monthly, from 9/5/2017 to 4/20/2018

Evidence of Completion

Teacher ratings Achievement 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 Groves

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

coaching logs progressmonitoring data observation data

G1.B1.S4 Friday Faculty Focus where the instructional staff will spend 30 mins every Friday morning engaged in professional development targeted at understanding and implementing the principles of effective planning, the PLC process, data analysis and the development school-wide instructional norms. 4

🔍 S275318

Strategy Rationale

To increase teachers understanding and implementation of effective planning and instructional techniques that support effective instructional differentiation.

Action Step 1 5

Professional Development

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

observations, lesson plans and student data

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Attendance sheets, grade level notes, lesson plans, observation comments and student data

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

observations, feedback lesson plans, team meeting attendance and feedback

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

observations, evaluation scores, lesson plans, student data

G2. Students will increase Math proficiency by 9%, Math learning gains by 3% and Math Lowest 25% by 13% through the use of formative assessment, data analysis and small group instruction as measured but the 2018 FSA assessment. `1`

🔑 G096628

G2.B2 Lack of Teacher Training `2`

🔑 B259918

G2.B2.S1 Teachers will receive I-Ready training that will support their understanding and use of both the diagnostic assessment and toolbox for small group differentiated instruction. `4`

🔑 S275321

Strategy Rationale

Teachers need to be trained in order to use the district and school resources effectively and to maximize student achievement.

Action Step 1 `5`

Teachers will receive both formal training and follow-up support on the I-Ready diagnostic exam, reports and toolkit.

Person Responsible

Bethany Groves

Schedule

Quarterly, from 9/28/2017 to 5/18/2018

Evidence of Completion

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

I-ready training logs, I-Ready usage reports, grade level team notes, lesson plans

Person Responsible

Bethany Groves

Schedule

Monthly, from 8/25/2017 to 5/18/2018

Evidence of Completion

I-ready training and attendance logs, lesson plans, I-Ready usage reports, grade level notes

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

Attendance logs, usage reports on I-Ready, lesson plans, student I-Ready data

Person Responsible

Bethany Groves

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Attendance logs, lesson plans, usage reports and I-Ready data

G2.B2.S2 Teachers will have extended planning time on Wednesday afternoons in order to plan effectively using data to differentiate instruction effectively as a grade level `4`

🔑 S275322

Strategy Rationale

Teachers need time together to discuss standards, collaborate about best practices, examine data and support the differentiation process.

Action Step 1 `5`

Teachers will utilize early release Wednesdays to plan as a grade level to examine standards, plan effective differentiated lessons, and examine data.

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Lesson plans, grade level meeting notes, student data, observations

Person Responsible

Bethany Groves

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

lesson plans, observation feedback, grade level meeting notes, student data

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

teacher observations, grade level meeting notes, student data and discussions, lesson plans

Person Responsible

Bethany Groves

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

observations, lesson plans, student data, lesson plans

G3. Students will reduce the amount of instructional time lost due to negative behavior and out of school suspensions by 50% of last year's OSS numbers. `1`

🔑 G096629

G3.B8 lack of school-wide coordinated systems of behavioral support `2`

🔑 B259933

G3.B8.S1 Teachers will be trained and supported in school-wide use of Classroom Dojo as a school-wide Tier 1 strategy. `4`

🔑 S275333

Strategy Rationale

The entire school will use the same, consistent system in order to communicate expectations and progress in behavior.

Action Step 1 `5`

Teachers will be supported and monitored in use of Classroom Dojo as a classroom behavior tool.

Person Responsible

Catherine Williamson

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

school-wide reports of Dojo

Plan to Monitor Fidelity of Implementation of G3.B8.S1 `6`

Monthly the RTI team will examine school-wide Dojo reports and behavior referrals to see usage and look for areas and classrooms that need support.

Person Responsible

Catherine Williamson

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Classroom Dojo reports and student referrals

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 `7`

observations, Dojo reports and behavior referrals

Person Responsible

Tiffany Cantwell

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

observations, Dojo reports and student referrals

G3.B8.S2 A :Think Tank" will be used school-wide as a time-out and in-school suspension room to support the de-escalation and redirection of behavior before OSS becomes necessary. 4

🔑 S275334

Strategy Rationale

Providing a place where students can cool off, be redirected, supported and problem solve will help OSS be less needed.

Action Step 1 5

Paraprofessionals will be trained and used to staff a Think Tank in order to help students where misbehavior escalates to the point that removal from the classroom is necessary.

Person Responsible

Tiffany Cantwell

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B8.S2 6

Administration will monitor use of Think Tank, interventions used and referral data.

Person Responsible

Tiffany Cantwell

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

referral data, Think Tank logs, RTI behavior plans, OSS suspensions

Plan to Monitor Effectiveness of Implementation of G3.B8.S2 `7`

Administration will observe Think Tank, monitor data and train paraprofessionals and Teachers in use of Think Tank.

Person Responsible

Tiffany Cantwell

Schedule

Biweekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

RTI plans, Think Tank logs, referrals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S3.MA1 M397953	Walkthroughs, informal and formal observations	Groves, Bethany	9/5/2017	Teacher ratings Achievement data Student engagement	4/20/2018 monthly
G2.MA1 M397971	student performance data teacher lesson plans student progress monitoring data teacher...	Groves, Bethany	8/18/2017	student performance data, team collaboration notes and agendas, completion of Deliberate Practice Plans	5/18/2018 monthly
G3.MA1 M397990	student referral data Think tank logs RTI plans OSS data action plans	Cantwell, Tiffany	8/18/2017	student referral data, Think Tank logs, RTI plans, OSS data	5/18/2018 weekly
G2.B2.S1.MA1 M397961	Attendance logs, usage reports on I-Ready, lesson plans, student I-Ready data	Groves, Bethany	8/18/2017	Attendance logs, lesson plans, usage reports and I-Ready data	5/18/2018 monthly
G2.B2.S1.MA1 M397962	I-ready training logs, I-Ready usage reports, grade level team notes, lesson plans	Groves, Bethany	8/25/2017	I-ready training and attendance logs, lesson plans, I-Ready usage reports, grade level notes	5/18/2018 monthly
G2.B2.S1.A1 A369523	Teachers will receive both formal training and follow-up support on the I-Ready diagnostic exam,...	Groves, Bethany	9/28/2017		5/18/2018 quarterly
G3.B8.S1.MA1 M397986	observations, Dojo reports and behavior referrals	Cantwell, Tiffany	8/18/2017	observations, Dojo reports and student referrals	5/18/2018 monthly
G3.B8.S1.MA1 M397987	Monthly the RTI team will examine school-wide Dojo reports and behavior referrals to see usage and...	Williamson, Catherine	8/18/2017	Classroom Dojo reports and student referrals	5/18/2018 monthly
G3.B8.S1.A1 A369530	Teachers will be supported and monitored in use of Classroom Dojo as a classroom behavior tool.	Williamson, Catherine	8/10/2017	school-wide reports of Dojo	5/18/2018 monthly
G2.B2.S2.MA1 M397963	teacher observations, grade level meeting notes, student data and discussions, lesson plans	Groves, Bethany	8/18/2017	observations, lesson plans, student data, lesson plans	5/18/2018 monthly
G2.B2.S2.MA1 M397964	Lesson plans, grade level meeting notes, student data, observations	Groves, Bethany	8/18/2017	lesson plans, observation feedback, grade level meeting notes, student data	5/18/2018 monthly
G2.B2.S2.A1 A369524	Teachers will utilize early release Wednesdays to plan as a grade level to examine standards, plan...	Groves, Bethany	8/18/2017		5/18/2018 weekly
G3.B8.S2.MA1 M397988	Administration will observe Think Tank, monitor data and train paraprofessionals and Teachers in...	Cantwell, Tiffany	8/18/2017	RTI plans, Think Tank logs, referrals	5/18/2018 biweekly
G3.B8.S2.MA1 M397989	Administration will monitor use of Think Tank, interventions used and referral data.	Cantwell, Tiffany	8/10/2017	referral data, Think Tank logs, RTI behavior plans, OSS suspensions	5/18/2018 monthly
G3.B8.S2.A1 A369531	Paraprofessionals will be trained and used to staff a Think Tank in order to help students where...	Cantwell, Tiffany	8/10/2017		5/18/2018 daily
G1.B1.S4.MA1 M397954	observations, feedback lesson plans, team meeting attendance and feedback	Groves, Bethany	8/18/2017	observations, evaluation scores, lesson plans, student data	5/18/2018 weekly
G1.B1.S4.MA1 M397955	observations, lesson plans and student data	Groves, Bethany	8/18/2017	Attendance sheets, grade level notes, lesson plans, observation comments and student data	5/18/2018 weekly
G1.B1.S4.A1 A369521	Professional Development	Groves, Bethany	8/18/2017		5/18/2018 weekly
G1.MA1 M397958	Observation Data Progress monitoring data iReady statistics Lesson Plans	Groves, Bethany	8/14/2017	Achievement data, teacher observation results, classroom observation data, student progress monitoring data, formative assessment data	5/21/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 🔍 M397948	Student artifacts Increase in teacher understanding and utilization of the data PD calendar	Groves, Bethany	8/14/2017	Coaching logs, progress monitoring data, observation data	5/21/2018 weekly
G1.B1.S1.MA1 🔍 M397949	Walkthroughs, informal and formal observations Student participation statistics for iReady	Groves, Bethany	8/14/2017	Teacher ratings, Achievement data, Student engagement	5/21/2018 weekly
G1.B1.S1.A1 🔍 A369518	Weekly PLC meetings	Groves, Bethany	8/14/2017	Agendas Sign in Sheets Meeting notes anchor charts	5/21/2018 weekly
G1.B1.S2.MA1 🔍 M397950	analysis of exit tickets assessment results PLC calendar Professional development feedback	Groves, Bethany	8/14/2017	coaching logs, progress monitoring data, observation data	5/21/2018 monthly
G1.B1.S2.MA1 🔍 M397951	Walkthroughs, informal and formal observations	Groves, Bethany	8/14/2017	Teacher ratings, achievement data, student engagement	5/21/2018 quarterly
G1.B1.S2.A1 🔍 A369519	Instructional coaches and tutors will use small group instruction to address deficits and provide...	Hall, Rob	8/14/2017	Student performance data	5/21/2018 daily
G1.B1.S3.A1 🔍 A369520	Professional Development - I-Ready Training	Hall, Rob	8/14/2017	Agendas Sign in Sheets Meeting notes	5/21/2018 monthly
G1.B1.S3.MA1 🔍 M397952	analysis of exit tickets assessment calenedar PLC calendar	Groves, Bethany	9/5/2017	coaching logs progressmonitoring data observation data	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. Students will increase Reading proficiency by 12%, ELA learning gains by 10% and Lowest 25% by 7% through the use of formative assessment and remediation measured by the FSA in 2017.

G1.B1 Lack of Teacher training/Professional Development

G1.B1.S1 Weekly PLC meetings with grade levels where the PLC process is applied to planning and data analysis for the grade level.

PD Opportunity 1

Weekly PLC meetings

Facilitator

Principal Instructional Coaches

Participants

Instructional Coaches, Administration, District Curriculum Specialists, teachers

Schedule

Weekly, from 8/14/2017 to 5/21/2018

G1.B1.S4 Friday Faculty Focus where the instructional staff will spend 30 mins every Friday morning engaged in professional development targeted at understanding and implementing the principles of effective planning, the PLC process, data analysis and the development school-wide instructional norms.

PD Opportunity 1

Professional Development

Facilitator

Bethany Groves

Participants

All Certified Staff

Schedule

Weekly, from 8/18/2017 to 5/18/2018

G2. Students will increase Math proficiency by 9%, Math learning gains by 3% and Math Lowest 25% by 13% through the use of formative assessment, data analysis and small group instruction as measured but the 2018 FSA assessment.

G2.B2 Lack of Teacher Training

G2.B2.S1 Teachers will receive I-Ready training that will support their understanding and use of both the diagnostic assessment and toolbox for small group differentiated instruction.

PD Opportunity 1

Teachers will receive both formal training and follow-up support on the I-Ready diagnostic exam, reports and toolkit.

Facilitator

Bethany Groves

Participants

All certified staff

Schedule

Quarterly, from 9/28/2017 to 5/18/2018

G2.B2.S2 Teachers will have extended planning time on Wednesday afternoons in order to plan effectively using data to differentiate instruction effectively as a grade level

PD Opportunity 1

Teachers will utilize early release Wednesdays to plan as a grade level to examine standards, plan effective differentiated lessons, and examine data.

Facilitator

Bethany Groves

Participants

All Certified Staff

Schedule

Weekly, from 8/18/2017 to 5/18/2018

VI. Technical Assistance Items

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

G1. Students will increase Reading proficiency by 12%, ELA learning gains by 10% and Lowest 25% by 7% through the use of formative assessment and remediation measured by the FSA in 2017.

G1.B1 Lack of Teacher training/Professional Development

G1.B1.S3 Professional development on the use of Being a Reader, Being a Writer and Making Meaning, Guided Reading, I-Ready diagnostic interpretation, I-Ready toolkit utilization and small group instruction as needed.

TA Opportunity 1

Professional Development - I-Ready Training

Facilitator

Principal Asst. Principals Instructional Coaches

Participants

Instructional Coaches Administration Distirct Curriculum Specialists iReady professional developers

Schedule

Monthly, from 8/14/2017 to 5/21/2018

VII. Budget

1	G1.B1.S1.A1	**Weekly PLC meetings**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - James A. Webster Elementary School	Title I, Part A		$5,000.00
				Notes: Substitutes and materials for teacher coverage during data meetings		
2	G1.B1.S2.A1	**Instructional coaches and tutors will use small group instruction to address deficits and provide remediation.**				**$40,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - James A. Webster Elementary School	Other		$40,000.00
3	G1.B1.S3.A1	**Professional Development - I-Ready Training**				**$3,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - James A. Webster Elementary School	Title I, Part A		$3,500.00

4	G1.B1.S4.A1	Professional Development	$0.00
5	G2.B2.S1.A1	Teachers will receive both formal training and follow-up support on the I-Ready diagnostic exam, reports and toolkit.	$0.00
6	G2.B2.S2.A1	Teachers will utilize early release Wednesdays to plan as a grade level to examine standards, plan effective differentiated lessons, and examine data.	$0.00
7	G3.B8.S1.A1	Teachers will be supported and monitored in use of Classroom Dojo as a classroom behavior tool.	$0.00
8	G3.B8.S2.A1	Paraprofessionals will be trained and used to staff a Think Tank in order to help students where misbehavior escalates to the point that removal from the classroom is necessary.	$0.00
		Total:	$48,500.00