



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

The Webster School

420 N ORANGE ST

St Augustine, FL 32084

904-547-3860

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
79%

Alternative/ESE Center
No

Charter School
No

Minority Rate
37%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
B

2009-10
A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

The Webster School

Principal

Bethany Mitidieri

School Advisory Council chair

Amanda Devany

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tiffany Cantwell	Assistant Principal
Christine Chancey	Curriculum Resource Coordinator

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

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.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

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.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements**Highly Qualified Staff**

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).

Administrators**# of administrators**

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

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

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%.

Christine Chancey

Asst Principal

Years as Administrator: 25

Years at Current School: 2

Credentials

Degrees: BA in Exceptional Student Education; MA in Guidance
 Counselling and Administration
 Certifications Include: Exceptional Education K-12; Administration;
 Reading Endorsement

Performance Record

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.

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lori Price		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics, Data, RtI/MTSS	
Credentials	BA in Elem and Special Education. Professional Certificate in Elem Ed K-6, ESE K-12 and an ESOL endorsement	
Performance Record	Served as District Math coach for 1 year.	
Rachelle Spencer		
Full-time / School-based	Years as Coach: 10	Years at Current School: 24
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	M. Ed. Special Education, M. Ed. Reading, Professional Certificates in Reading and ESE K-12	
Performance Record	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".	

Classroom Teachers**# of classroom teachers**

47

receiving effective rating or higher

50, 106%

Highly Qualified Teachers

106%

certified in-field

50, 106%

ESOL endorsed

17, 36%

reading endorsed

4, 9%

with advanced degrees

14, 30%

National Board Certified

2, 4%

first-year teachers

7, 15%

with 1-5 years of experience

7, 15%

with 6-14 years of experience

18, 38%

with 15 or more years of experience

21, 45%

Education Paraprofessionals

of paraprofessionals

20

Highly Qualified

20, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Continued use of the SJCSD's Paperless Application System (PATs)
2. With the support of SJCSD, we only hire teachers who meet NCLB's Highly Qualified requirements
3. Professional Development
4. Partnering new teachers with veteran staff
5. Monthly new teacher mentoring group

Teacher Mentoring Program/Plan

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).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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).

Data-based problem-solving processes for the implementation and monitoring of 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

- Provides vision for both academic and behavioral success
- Plans, implements and monitors the progress of school improvement

- Implements RtI as a school-wide method of raising student achievement outcomes based on data
- Weekly meetings

Function and responsibility of each school-based leadership team member as related to 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.

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.

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

- 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

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:**

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.

Strategy Purpose(s)

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

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**

Name	Title
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

How the school-based LLT 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.

Major initiatives of the LLT

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

Fountas 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

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).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 the school incorporates 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 the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

See above

Strategies for improving student readiness for the public postsecondary level

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
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)

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

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
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

	2013 Actual #	2013 Actual %	2014 Target %
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)

	2013 Actual #	2013 Actual %	2014 Target %
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%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
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%

Area 3: Mathematics**Elementary and Middle School Mathematics****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**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
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%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	25%	30%
Students scoring at or above Achievement Level 4	32	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	77	53%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	57%	67%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
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%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# 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%	

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
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%

Area 9: Parent Involvement

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).

Parental involvement targets for the school

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 activities specifically designed for student with significant disabilities such as quarterly information and support group for parents of children with Autism.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
48% Parents will participate in at least two parent involvement activities in the 2013-2014 school year	200	38%%	48%

Area 10: Additional Targets**Additional targets for the school**

100% of students will participate in the district Character Counts program at the school level.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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

- G1.** All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.
- G2.** All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.
- G3.** All teachers will use data to drive instructional decision making

Goals Detail

G1. 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 (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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

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

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

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, 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 data; 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

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

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

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, 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 data; 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

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

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G1.B1 Lack of Teacher training/Professional Development

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

Action Step 1

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 G1.B1.S1

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 Achievement data Student engagement

Plan to Monitor Effectiveness of G1.B1.S1

analysis of exit tickets assessment calendar PLC calendar

Person or Persons Responsible

Administration Instructional coaches

Target Dates or Schedule

on going

Evidence of Completion

coaching logs progress monitoring data observation data

G1.B1.S2 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.

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 G1.B1.S2

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 Achievement data Student engagement

Plan to Monitor Effectiveness of G1.B1.S2

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

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

Action Step 1

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 G1.B1.S3

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 G1.B1.S3

analysis of exit tickets assessment calendar PLC calendar

Person or Persons Responsible

Administration Instructional coaches

Target Dates or Schedule

on going

Evidence of Completion

coaching logs progress monitoring data observation data

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

G2.B3 Lack of time for planning and professional development

G2.B3.S1 Scheduled collaboration meetings

Action Step 1

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 G2.B3.S1

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 G2.B3.S1

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

G2.B3.S5 Focused team planning and data analysis with topics provided

Action Step 1

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 G2.B3.S5

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 G2.B3.S5

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

G2.B3.S6 Grade level common planning during the school day

Action Step 1

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 G2.B3.S6

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 G2.B3.S6

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

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

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

G3.B10.S2 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.

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 G3.B10.S2

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 G3.B10.S2

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

G3.B10.S3 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

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 G3.B10.S3

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 G3.B10.S3

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

G3.B10.S4 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

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 G3.B10.S4

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 G3.B10.S4

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).

How federal, state, and local funds, services, and programs are coordinated and integrated at the 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 D 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.

G1. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G1.B1 Lack of Teacher training/Professional Development

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

PD Opportunity 1

Full Day PLC meetings with substitutes provided

Facilitator

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

Agendas Sign in Sheets Meeting notes

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

PD Opportunity 1

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

Facilitator

Principal Asst. Principal CRC Instructional Coaches

Participants

Instructional Coaches Administration District Curriculum Specialists

Target Dates or Schedule

Weekly, Monthly and bi-monthly or as needed

Evidence of Completion

Agendas Sign in Sheets Meeting notes

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

PD Opportunity 1

Balanced Literacy training with Heinemann

Facilitator

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

Agendas Sign in Sheets Meeting notes

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

G2.B3 Lack of time for planning and professional development

G2.B3.S1 Scheduled collaboration meetings

PD Opportunity 1

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

Facilitator

Administrative team, Instructional coaches

Participants

grade level teams

Target Dates or Schedule

bi-monthly full day meetings

Evidence of Completion

PLC calendar, agendas and meeting notes, minutes

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

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

G3.B10.S2 Training on the utilization and disaggregation of data from district progress monitoring tools

PD Opportunity 1

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

Facilitator

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

student growth and achievement lesson plans targeted small group remediation

G3.B10.S3 Data/MTSS/Rtl meetings

PD Opportunity 1

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

Facilitator

Administration and instructional coaches

Participants

grade level teams Administration Instructional coaches District curriculum support staff

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

G3.B10.S4 Teachers will utilize individual progress monitoring forms for students

PD Opportunity 1

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

Facilitator

Administration and instructional coaches

Participants

grade level teams Administration Instructional coaches District curriculum support staff

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	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
G2.	All teachers will create a culture of collaboration by planning cooperatively, analyzing student data and work and adjust instruction as needed.	\$8,000
G3.	All teachers will use data to drive instructional decision making	\$8,000
Total		\$24,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Other	Total
Title 1	\$16,000	\$0	\$8,000	\$24,000
	\$0	\$0	\$0	\$0
grant, Title 1, Title II	\$0	\$0	\$0	\$0
Total	\$16,000	\$0	\$8,000	\$24,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G1.B1 Lack of Teacher training/Professional Development

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

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

G1.B1.S2 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

G1.B1.S3 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

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

G2.B3 Lack of time for planning and professional development

G2.B3.S1 Scheduled collaboration meetings

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

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

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

G3.B10.S2 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