St. Johns County School District

James A. Webster Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

James A. Webster Elementary School

420 N ORANGE ST, St Augustine, FL 32084

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

Demographics

Principal: Bethany Groves

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: C (47%) 2016-17: B (54%) 2015-16: D (40%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the St. Johns County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

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)	**2018-19 Title I School**	**2018-19 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	43%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	B	D

School Board Approval

This plan was approved by the St. Johns County School Board on 10/1/2019.

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To move all students forward academically, socially and behaviorally regardless of their circumstances and to provide them with a solid foundation for future success.
"Success for All....No Excuses"

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Groves, Bethany	Principal	As the Principal she provides oversight of all school systems and guides the vision for the overall school improvement plan. She participates in grade level PLCs and training in order to support the increased understanding of standards and instructional strategies for teachers as well as engages the teams and school in data analysis on a regular basis. She serves on the Core MTSS Team as well as sits in on MTSS student meetings. She communicates school goals to parents and community partners. She guides the leadership team and team leaders in conversations that increase the capacity of the employees in order to provide more targeted instruction to students. She also evaluates teachers and other employees; providing feedback that encourage their growth and teamwork in the improvement process.
Bennett, Gene	Assistant Principal	Mr. Bennett guides the PBIS teams and oversees ESE systems to support learning. He serves as an LEA for ESE staffings and reevaluations. He is the primary administrative support for our EBD classes including the educational support for the lowerst quartile in the EBD class. He also is the primary support for our Behavior Specialist and supports the discipline necessary to appropriately redirect student behavior. He also evaluates teachers and engages them in conversations that increase the capacity of the employees in order to provide more targeted instruction to students. He serves on the MTSS Core Team as well as supports the Leadership Team and Team Leaders.
Hall, Rob	Instructional Coach	Mr. Hall oversees and coordinates the MTSS Committee. He completes fidelity checks on interventions and assists teachers in writing MTSS plans and communicating with parents. He participates in PLCs and provides trainings, models lessons, and supports teachers in acquiring new literacy strategies. He observes Literacy blocks and gives feedback to teachers in improving the systems in the Literacy Block. He provides small group interventions to our third graders who are repeating third grade due to mandatory retention due to a Level 1 on FSA. He also coordinates and monitors I-Ready testing and progress monitoring.
Guillo , Melissa	Psychologist	Mrs. Guillo is a Core member of the MTSS team. She supports the writing of plans, the collecting of data for MTSS and any need for testing that may support the identification of learning needs for our students. As a member of the ESE team as well, she oversees any need for reevaluation and better identification of learning needs for ESE students that are not making adequate growth. She also provides small group SEL interventions for struggling students with a Tier 3 behavior plan in order to develop better SEL skills and support behavior that will allow students to remain engaged in the classroom.
Sparks, Jennifer	Assistant Principal	Mrs. Sparks serves as a leader of PLCs and supports the Curriculum Resource Teacher, ILC and Math Coach as they provide trainings and model lessons to teachers. She coordinates interventions with the Interventionists and ESE teachers. She serves as a member of the Core MTSS Team as well as supports the Leadership Team and the Team Leaders. She leads trainings and oversees the inventory of curriculum. She also evaluates teachers to provide feedback that encourage their growth and teamwork in the

Name	Title	Job Duties and Responsibilities
		improvement process. She also serves as an LEA for ESE staffings as well as serves as the Leader of the Literacy Committee. She supports the Curriculum Resource Teacher and the Principal in maintaining a current database of progress monitoring data for Lowest Quartile and subgroup students.
Coates, Danielle	Other	Mrs. Coates models Literacy Instruction for teachers. She participates in PLCs and provides trainings on reading and literacy strategies. She oversees the training required for new resources and supports teachers in the unpacking of literacy standards and planning reading instruction. She provides literacy interventions for Lowest Quartile students and is the point person for the coordination of collecting and inputting progress monitoring data on the Lowest Quartile and subgroup students. She also oversees the after-school tutoring program for the Lowest Quartile.
Burney, Raleigh	Instructional Coach	Mr. Burney models math instruction for teachers. He participates in PLCs and provides trainings on math strategies. He is the primary support of the new math curriculum. He supports teachers in unpacking math standards and monitoring the progress of math students. He provides small group interventions in math for Lowest Quartile students.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	73	71	70	76	66	0	0	0	0	0	0	0	428
Attendance below 90 percent	13	16	11	8	9	9	0	0	0	0	0	0	0	66
One or more suspensions	6	7	9	6	15	7	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	14	7	18	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	5	19	22	0	0	0	0	0	0	0	46

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	3	7	14	18	0	0	0	0	0	0	0	45

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	5	2	8	1	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	1	4	5	6	0	0	0	0	0	0	0	16

FTE units allocated to school (total number of teacher units)

41

Date this data was collected or last updated

Friday 7/19/2019

Prior Year - As Reported

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	5	18	11	17	9	17	0	0	0	0	0	0	0	77
One or more suspensions	2	4	5	7	4	3	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	1	1	5	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	7	15	26	0	0	0	0	0	0	0	48

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	2	5	5	11	0	0	0	0	0	0	0	27

Prior Year - Updated

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	5	18	11	17	9	17	0	0	0	0	0	0	0	77
One or more suspensions	2	4	5	7	4	3	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	1	1	5	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	7	15	26	0	0	0	0	0	0	0	48

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	2	5	5	11	0	0	0	0	0	0	0	27

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	75%	57%	53%	74%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	44%	67%	58%	60%	64%	57%
ELA Lowest 25th Percentile	39%	59%	53%	63%	52%	52%
Math Achievement	49%	77%	63%	51%	75%	61%
Math Learning Gains	40%	69%	62%	57%	69%	61%
Math Lowest 25th Percentile	21%	59%	51%	42%	60%	51%
Science Achievement	43%	72%	53%	49%	69%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	72 (0)	73 (0)	71 (0)	70 (0)	76 (0)	66 (0)	428 (0)
Attendance below 90 percent	13 (5)	16 (18)	11 (11)	8 (17)	9 (9)	9 (17)	66 (77)
One or more suspensions	6 (2)	7 (4)	9 (5)	6 (7)	15 (4)	7 (3)	50 (25)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	14 (1)	7 (1)	18 (5)	39 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (7)	19 (15)	22 (26)	46 (48)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	78%	-32%	58%	-12%
	2018	39%	78%	-39%	57%	-18%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	35%	77%	-42%	58%	-23%
	2018	35%	74%	-39%	56%	-21%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2019	34%	76%	-42%	56%	-22%
	2018	39%	73%	-34%	55%	-16%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	82%	-25%	62%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	59%	80%	-21%	62%	-3%
Same Grade Comparison	-2%					
Cohort Comparison						
04	2019	47%	82%	-35%	64%	-17%
	2018	53%	83%	-30%	62%	-9%
Same Grade Comparison	-6%					
Cohort Comparison	-12%					
05	2019	34%	80%	-46%	60%	-26%
	2018	49%	79%	-30%	61%	-12%
Same Grade Comparison	-15%					
Cohort Comparison	-19%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	73%	-36%	53%	-16%
	2018	46%	73%	-27%	55%	-9%
Same Grade Comparison	-9%					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	38	44	30	29	17	33				
BLK	29	35	29	36	35	22	16				
HSP	40			40							
WHT	46	50	47	53	43	21	58				
FRL	34	37	35	47	38	19	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	33	37	32	44	52	27				
BLK	26	38	44	40	28	29	17				
HSP	43	60		57	80						
WHT	43	40	44	62	67	68	57				
FRL	37	37	37	52	50	46	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	45	50	25	37	21	30				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	36	51	69	36	46	50	24				
HSP	47	70		40	30						
WHT	58	61	65	56	63	40	57				
FRL	46	55	65	45	53	39	40				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The math learning gains of the lowest quartile was the lowest performing area. The lack of teacher skill and knowledge of standards and strategies that are effective with our students.

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

TThe math learning gains of the Lowest Quartile was the lowest performing area last year and the area with the greatest decline. This is due to the lack of teacher skill and knowledge of standards and strategies that are effective with our students. Other factors also involve a lack of effective small group math interventions and targeted and specific monitoring of the Lowest Quartile.

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

The 5th grade math scores had a largest gap when compared to the state average. The factor that contributed to this was the lack of knowledge of standards and strategies that are effective with our students.

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

The 3rd grade ELA data showed the most improvement. A new team of teachers used the PLC process to understand standards and monitor student progress more closely.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Increased number of 5th grade students with level 1 in conjunction with a course failure. The subgroups with the Federal Percent of Points Index less that 41% (black, Hispanic, students with disabilities and low socioeconomic) we see as an area of concern.

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

1. Tier 1 reading and math instruction strategies
2. Monitoring the learning gains of the lowest 25%
3. Professional Learning communities for teachers to work together
4. Targeted small group interventions
5. Subgroups with a FPPI less than 41% (black, Hispanic, students with disabilities and low socioeconomic)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Math Learning Gains
Rationale	Our 2019 assessment results show that we need to provide job embedded professional learning for teachers. We need our teachers to use the best math instructional practices to ensure that students achieve proficiency. Webster will hire a Math Instructional Coach. Responsibilities will include observations in classrooms to determine the instructional needs. They will provide instructional coaching and job-embedded professional learning so teachers are using the best instructional practices to support gains in Math. They will model math lessons, work with the staff and students to track data and growth of the lowest 25% and participate with the leadership team to ensure the implementation of school improvement goals. PLC support will also be provided to collaborative teams and they will help the teachers increase their understanding of the math standards. The effects of the supplemental math support for teachers will improve the instructional strategies of the teachers and benefit the students.
State the measurable outcome the school plans to achieve	On the 2020 FSA Math, the lowest quartile in Math will improve from 21% to 50%. On the 2020 FSA Math, the overall school FSA Math achievement will increase from 49% to 60%. On the 2020 FSA Math, the Math learning gains will increase from 40% to 50%. The increase in Math learning gains, FSA Math achievement and the lowest quartile in Math will increase the FPPI subgroups over 41%.
Person responsible for monitoring outcome	Bethany Groves (bethany.groves@stjohns.k12.fl.us)
Evidence-based Strategy	The Math Instructional Coach will engaged weekly with teaching, modeling and coaching. They will focus on small group, targeted, explicit and systematic teaching. They will focus on student centered coaching cycles. Students, including Lowest Quartile, will be progress monitored in math using regular, common formative and summative assessments based on standards instruction and growth monitoring in I-Ready.
Rationale for Evidence-based Strategy	The above strategies will be used to increase the low learning gains of all students and more specifically the lowest quartile.
Action Step	
Description	1. The Math Instructional coach will lead PLCs. PLCs will be held monthly for grade levels. They will facilitate discussion and planning. 2. The Math Instructional Coach will facilitate the process of unpacking the math standards with grade levels. 3. The Math Instructional Coach will observe classrooms and provide feedback to teachers. 4. The Math Instructional Coach will model lessons and strategies for teachers. 5. The Math Instructional Coach will provide small group interventions for students.
Person Responsible	Bethany Groves (bethany.groves@stjohns.k12.fl.us)

#2	
Title	Curriculum Resource Teacher
Rationale	Our 2019 assessment results show that we need to provide job embedded professional learning for teachers. We need our teachers to use the best instructional practices to ensure that students achieve proficiency on grade level standards. Webster will hire a Curriculum Resource teacher that will include observations in classrooms to determine the instructional needs, provide instructional coaching and job-embedded professional learning so teachers are using the best instructional practices to support learning gains. They will model lessons, work with the staff to track student data and the growth of the lowest quartile, and participate as a member of the leadership team to ensure the implementation of school improvement goals. The Curriculum Resource Teacher will also provide PLC support to collaborative teams and help the teachers increase their understanding of the standards. The effect of the supplemental support for teachers will improve instructional strategies of the teachers and benefit the students.

State the measurable outcome the school plans to achieve	In 2020, the overall school FSA ELA achievement will increase from 41% to 50%. In 2020, the ELA learning gains will increase from 44% to 55%. In 2020, the ELA lowest quartile will increase from 39% to 50%.
Person responsible for monitoring outcome	Jennifer Sparks (jennifer.sparks@stjohns.k12.fl.us)
Evidence-based Strategy	The Curriculum Resource Teacher will focus on student centered coaching cycles. They will also focus on modified lesson studies. Students, including the Lowest Quartile, will be progressed monitored in reading using regular, common formative and summative assessments based on standards instruction, growth monitoring in I-Ready, Phonics "Fox in a Box" assessments and BAS reading assessment.
Rationale for Evidence-based Strategy	The student centered coaching cycles was selected because student data will be used as the center of the coaching model. Teachers will participate in modified lesson studies becuase they will build teacher capacity within curriculum.

Action Step	
Description	1. The Curriculum Resource Teacher will model lessons using grade-level curriculum and research based strategies 2. The Curriculum Resource Teacher will provide professional development for staff. 3. The Curriculum Resource Teacher will observe teachers and provide feedback. 4. The Curriculum Resource Teacher will lead PLCs 5. The Curriculum Resource Teacher will facilitate the unpacking of standards and the creation of common assessments. 6. The Curriculum Resource Teacher will provide targeted small group instruction.
Person Responsible	Jennifer Sparks (jennifer.sparks@stjohns.k12.fl.us)

#3	
Title	Reading Interventionist
Rationale	Based on the ELA learning gains of the lowest quartile, only 39% were proficient. Through funding a reading interventionist the overall proficiency of 4th and 5th grade students will increase as well as the learning gains of all students and more specifically the lowest quartile.

State the measurable outcome the school plans to achieve	In 2020, the overall school FSA ELA proficiency will increase from 41% to 50%. In 2020, the FSA ELA learning gains will increase from 44% to 50%. In 2020, the FSA ELA lowest quartile will increase from 39% to 50%. The increase in ELA learning gains, FSA ELA achievement and the lowest quartile in ELA will increase the FPPI subgroups over 41%.
Person responsible for monitoring outcome	Jennifer Sparks (jennifer.sparks@stjohns.k12.fl.us)
Evidence-based Strategy	The Reading Interventionist will provide targeted small group instruction. Students, including the Lowest Quartile, will be progressed monitored in reading using regular, common formative and summative assessments based on standards instruction, growth monitoring in I-Ready, Phonics "Fox in a Box" assessments and BAS reading assessment.
Rationale for Evidence-based Strategy	The Reading Interventionist will work with small groups because students need more targeted small group interventions based on specific data.
Action Step	
Description	1. The Reading Interventionist will provide targeted small group interventions. 2. The Reading Interventionist will review data on their students in their targeted small groups. 3. The Reading Interventionist will work with staff when unpacking ELA standards. 4. The Reading Interventionist will participate in creating formative and summative assessments.
Person Responsible	Jennifer Sparks (jennifer.sparks@stjohns.k12.fl.us)

#4	
Title	Increase teacher collaboration time
Rationale	After reviewing the assessment data it was decided that teachers need more time to collaborate. Through funding a a PE para all grade level teachers will be able to have common planning. If we add an additional para to assist our PE coach, our PE class can hold additional students. This would allow for all teachers to have common planning time at the same time within each grade level and work within their collaborative team.
State the measurable outcome the school plans to achieve	When Webster Elementary School increases the amount of teacher collaboration and common teacher planning, instruction can be more effectively planned to ensure students meet their goals in academic areas. The common planning time will be used for teachers to differentiate instruction as a grade level team and develop and analyze common assessments. By increasing the amopunt of collaboration time, ELA and math proficiency scores will increase when the focus is on the students.
Person responsible for monitoring outcome	Gene Bennett (gene.bennett@stjohns.k12.fl.us)
Evidence-based Strategy	Teachers will participate in common planning time with grade levels and will analyze data and develop common assessments. Teachers will be able to share their student data and collaborate about which strategies are most effective for their students. Students will be shared and receive instruction i targeted groups.

Teachers will measure the effectiveness of the PLC planning process by using common formative and summative assessments based on the standards. |
| **Rationale for Evidence-based Strategy** | Through providing common planning time, teachers can develop common assessments based on unpacked standards.

Teachers will collaborate on instructional strategies to improve overall ELA and Math proficiencies |
| **Action Step** | |
| **Description** | 1. A specials schedule will be create reflecting the additional staff member in PE.
2. A PLC schedule will be created during specials time for teacher collaboration.

3. Teachers will have more collaboration time to create formative and summative assessments. |
| **Person Responsible** | Gene Bennett (gene.bennett@stjohns.k12.fl.us) |

#5	
Title	Increased instructional minutes
Rationale	Based on student assessment scores it is clear that the struggling students will need additional instructional minutes to ensure an increase in learning gains and proficiency in both ELA and Math.
State the measurable outcome the school plans to achieve	By increasing instructional minutes for struggling students, students will increase proficiency in reading and math.
Person responsible for monitoring outcome	Bethany Groves (bethany.groves@stjohns.k12.fl.us)
Evidence-based Strategy	When staff members provide additional instruction minutes for students, they will use targeted small group instruction. Under evidence-based strategy add - Students receiving tutoring will be given cold reads to monitor reading progress and I-Ready math probes to progress monitor math.
Rationale for Evidence-based Strategy	The students are selected for the targeted small group instruction based on assessment scores.
Action Step	
Description	1. Data will be reviewed and targeted students will be indentified 2. When creating targeted instruction data will be used. 3. Resources will be identified and provided to staff. 4. Transporation for students will be arranged. 5. The groups will be monitored for effectiveness.
Person Responsible	Bethany Groves (bethany.groves@stjohns.k12.fl.us)

#6	
Title	Increase teacher professional learning
Rationale	Based on low student assessment scores, teachers need further training to increase understanding of the standards and reserached based instructional strategies and materials. Training may occur in school day and classes may be covered with substitutes
State the measurable outcome the school plans to achieve	Through participating in professional learning opportunities, the number of students proficient in ELA and Math will increase by 5%.
Person responsible for monitoring outcome	Bethany Groves (bethany.groves@stjohns.k12.fl.us)
Evidence-based Strategy	During the Professional Development teachers will learn how to effectively help their students succeed through high yield strategies, PLCs, professional coaching and modeling, unpacking standards, common assessment creation, and data analysis. Walk-Throughs and teacher observations using the EEE model by Robert Marzano will be used to evaluate the progress of the PLC process with teachers. The EEE evaluation should demonstrate teachers providing instruction based on standards at an applying level of higher. Students will also be monitored using the common formative and summative assessments created during the PLC process for mastery on the standards.
Rationale for Evidence-based Strategy	The Professional Development opportunitites are based on student achievement data.
Action Step	
Description	1. Analyze school assessment data. 2. Prepare PD schedule for staff. 3. Provide the supplemental PD. 4. Gather reflections from PD. 5. Schedule substitutes as needed so staff can attend PD.
Person Responsible	Bethany Groves (bethany.groves@stjohns.k12.fl.us)

#7	
Title	Academic Intervention Materials
Rationale	With an increased number of low performing students, more supplemental research based, systematic and explicit intervention materials are needed.

State the measurable outcome the school plans to achieve	As the additional resources are used to close the achievement gap, learning gains will improve in ELA with all students and more specifically the lowest quartile.
Person responsible for monitoring outcome	Jennifer Sparks (jennifer.sparks@stjohns.k12.fl.us)
Evidence-based Strategy	The programs and resources used will be evidene based in structure. They are designed to be evidence based. The following interventions will be purchased and Fidelity Checks along with the progress monitoring contained in these programs will be used to measure student growth using these materials: Touch Math, Measuring Up and Support Coach (Standards based Comprehension).
Rationale for Evidence-based Strategy	The evidence based intervention to be implemented has yielded effective results in similar student populations as the ones targeted for intervention at webster

Action Step	
Description	1. Data is reviewed to determine which resources are most beneficial to increase student achievement. 2. Inventory the current district provided materials. 3. Order supplemental materials and resources. 4. Monitor student progress with the supplemental materials.
Person Responsible	Jennifer Sparks (jennifer.sparks@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Within the focus areas above, we would like to meet the needs of our students within the Federal Percent of Points index below a 41% (black, Hispanic, students with disabilities and low socioeconomic). We would like to increase each group to 45%.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, §§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Webster will be providing regular monthly opportunities for parents and community to engage with Webster on subjects that will strengthen relationships between school and community. These will include: Orientation, Open House, parent conference night, fall festival, spring celebration, PTO and SAC meetings and student performances. We are also a community partnership school that has provided funds for a parent involvement coordinator.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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 strategies. 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.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school leadership team:
-Carries out the mission/vision of school
- Provides vision for academic/behavioral success
- Plans, implements, monitors school improvement and the effectiveness of grade level PLCs
- Implements RtI/MTSS to raise student achievement outcomes
- Conducts weekly meetings to analyze formative and summative data

Title I Part A
Services provide support to students in Tier II/III interventions. A behavior interventionist to promote positive behavior and school culture, a reading interventionist are funded and four paraprofessionals are funded to support classroom instruction. Funds also provide supplemental resources in classrooms to support the students at Webster.

Title I, Part C
The liaison coordinates with Title I to ensure student needs are met. Services are monitored by the SJCSD Student Services department with the school's administration.

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

Title II
Title II supports training for teachers for Professional Development to increase student achievement

Title III
The district provides materials/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, social services referrals) for students identified as homeless under the McKinney-Vento Act. Students are provided breakfast/lunch.

Supplemental Academic Instruction (SAI)
SAI funds provides part time tutors as well as supplies for tutoring, the media center and ESE students.

Violence Prevention Programs
Behavioral data is monitored to implement strategies that target 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.

Nutrition Program
The school works cooperatively with Health Department establishing a nutritional program to eat healthy/ promote exercise.

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.

Teachers: Provide core instruction, participate in student data collection and implement Tier 2 interventions.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate instructional activities into Tier 3 instruction, and collaborate with teachers through activities and coteaching.

Intervention Specialist: Tracks data and provides research based intervention of lowest 25%.

Instructional Math Coach: Using observations and teacher need, provides coaching and PD helping teachers implement the best instructional practices to support Math gains. Models math lessons and collaborates with the leadership team. Provides PLC support to collaborative teams.

Instructional Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based assessment and intervention approaches.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation;

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted during school, through after-school programs.

Title I, Part C- 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.

Title II funds support the delivery of PD for the 19-20 year.

Title III Services provided through the district for education materials and ELL district support services to

improve the education of immigrant and English Language Learners.

The Title IX District Homeless Liaison provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs: The school offers a non-violence and anti-drug program to students that involve age-appropriate activities.

School-wide behavior plan

EPIC Community Services provides support

Nutrition Programs that partner with the University of Florida Extension program.

Head Start: Webster has five Head Start/PreK/VPK blended classrooms.

Flagler College/UNF students Big Brothers/Big Sisters RSVP Volunteers

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

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Increase Math Learning Gains**				$63,783.60
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0201 - James A. Webster Elementary School	UniSIG	1.0	$46,000.00
		Notes: One Math Instructional Coach				
	6400	210-Retirement	0201 - James A. Webster Elementary School	UniSIG	0.0	$3,799.60
		Notes: Benefits for one Math Instructional Coach				
	6400	220-Social Security	0201 - James A. Webster Elementary School	UniSIG	0.0	$3,519.00
		Notes: Benefits for one Math Instructional Coach				
	6400	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG	0.0	$10,120.00
		Notes: Benefits for one Math Instructional Coach				
	6400	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG	0.0	$345.00
		Notes: Benefits for one Math Instructional Coach				
2	III.A.	**Areas of Focus: Curriculum Resource Teacher**				$77,969.30
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	120-Classroom Teachers	0201 - James A. Webster Elementary School	UniSIG	1.0	$56,734.10
			Notes: One Curriculum Resource Teacher			
	6300	210-Retirement	0201 - James A. Webster Elementary School	UniSIG	0.0	$4,211.20
			Notes: Benefits for one Curriculum Resource Teacher			
	6300	220-Social Security	0201 - James A. Webster Elementary School	UniSIG	0.0	$4,284.00
			Notes: Benefits for one Curriculum Resource Teacher			
	6300	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG	0.0	$12,320.00
			Notes: Benefits for one Curriculum Resource Teacher			
	6300	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG	0.0	$420.00
			Notes: Benefits for one Curriculum Resource Teacher			
3	**III.A.**	**Areas of Focus: Reading Interventionist**				**$59,302.80**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	130-Other Certified Instructional Personnel	0201 - James A. Webster Elementary School	UniSIG	1.0	$43,605.00
			Notes: One Reading Interventionist			
	6100	210-Retirement	0201 - James A. Webster Elementary School	UniSIG	0.0	$3,601.77
			Notes: Benefits for one Reading Interventionist			
	6100	220-Social Security	0201 - James A. Webster Elementary School	UniSIG	0.0	$3,335.78
			Notes: Benefits for one Reading Interventionist			
	6100	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG	0.0	$8,433.21
			Notes: Benefits for one Reading Interventionist			
	6100	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG	0.0	$327.04
			Notes: Benefits for one Reading Interventionist			
4	**III.A.**	**Areas of Focus: Increase teacher collaboration time**				**$39,711.15**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0201 - James A. Webster Elementary School	UniSIG	1.0	$27,387.00
			Notes: One PE Paraprofessional			
	5100	210-Retirement	0201 - James A. Webster Elementary School	UniSIG	0.0	$2,262.17
			Notes: Benefits for one PE Paraprofessional			
	5100	220-Social Security	0201 - James A. Webster Elementary School	UniSIG	0.0	$2,095.11

			Notes: Benefits for one PE Paraprofessional			
	5100	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG	0.0	$7,761.47
			Notes: Benefits for one PE Paraprofessional			
	5100	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG	0.0	$205.40
			Notes: Benefits for one PE Paraprofessional			
5	**III.A.**	**Areas of Focus: Increased instructional minutes**				**$14,297.40**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0201 - James A. Webster Elementary School	UniSIG	0.0	$11,914.50
			Notes: Hire teachers to tutor @ $25.85 per hour			
	5100	220-Social Security	0201 - James A. Webster Elementary School	UniSIG	0.0	$2,293.54
			Notes: Benefits for teachers to tutor			
	5100	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG	0.0	$89.36
			Notes: Benefits for teachers to tutor			
6	**III.A.**	**Areas of Focus: Increase teacher professional learning**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0201 - James A. Webster Elementary School	UniSIG	0.0	$4,200.00
			Notes: Stipends for teachers to attend trainings			
	6400	220-Social Security	0201 - James A. Webster Elementary School	UniSIG	0.0	$768.50
			Notes: Benefits for teacher stipends to attend trainings			
	6400	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG	0.0	$31.50
			Notes: Benefits for teacher stipends to attend trainings			
7	**III.A.**	**Areas of Focus: Academic Intervention Materials**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0201 - James A. Webster Elementary School	UniSIG	0.0	$5,000.00
			Notes: Supplies to support classroom instruction - paper, pencils, math manipulatives, workbooks			
					Total:	**$265,064.25**