

Alachua County Public Schools

# Joseph Williams Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Joseph Williams Elementary School

1245 SE 7TH AVE, Gainesville, FL 32641

<https://www.sbac.edu/williams>

## Demographics

**Principal: Anyana Stokes**

Start Date for this Principal: 7/1/2018

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>KG-5   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2018-19 Title I School</b>  | Yes   |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%  |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>Asian Students<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students*<br>White Students<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2018-19: D (36%)<br>2017-18: C (44%)<br>2016-17: C (46%)<br>2015-16: B (56%)<br>2014-15: C (50%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Northeast   |
| <b>Regional Executive Director</b>   | <a href="#">Cassandra Brusca</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |

| ESSA Status  | CS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> . |      |

### School Board Approval

This plan is pending approval by the Alachua County School Board.

### 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](http://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.

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## Joseph Williams Elementary School

1245 SE 7TH AVE, Gainesville, FL 32641

<https://www.sbac.edu/williams>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Elementary School<br>KG-5                        | Yes                    | 100%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 92%  |

### School Grades History

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

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

We are committed to the success of every student.

**Provide the school's vision statement.**

Williams is a school where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive environment.

### 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   |
|-------------------|---------------------|---|
| Stokes, Anyana    | Principal           | Principal: Provides a common vision for the use of data-based decision-making; Provide opportunities for teacher collaboration and knowledge building; Facilitate implementation of RTI; Provides or coordinates professional development; Attend EPT, IEP, 504 and RTI meetings; Conduct walkthroughs to monitor fidelity and integrity of core curriculum and intervention implementation; Monitor teacher effectiveness; Communicates with all shareholders information regarding school data and student achievement progress: Provides a common vision for student relationship building and behavior management |
| Beland, Chris     | Assistant Principal | Assistant Principal: Provides instructional support and coordinate professional development/coaching support for instructors; Coordinate school wide assessments, conduct walk-throughs to monitor implementation of SIP strategies, monitors behavior intervention, monitors student achievement through analyzing school-wide data, assist with the development of intervention and differentiated instruction; Attend EPT, IEP, 504 and RTI meetings.  |
| Ashford, Frederic | Dean                | Behavior Resource Teacher (BRT): Assists the Principal in development and implementation of preventive discipline plan for the school; Provides assistance to school leadership, teacher and staff for behavioral management; Advise students on appropriate school behavior and follow-up with parents and teachers on results; Participate in the implementation of a school-wide student Positive Behavior Support plan.   |
| Wise, Atsuko      | School Counselor    | School Counselor: Schedule and attend IEP, EPT, EP and RTI meetings; Maintain log of all students involved in EPT and RTI process; send parent invites; complete necessary EPT and RTI forms; Provide guidance on data collection, charting and graphing results and the use of technology in the collection of data; conducts small group and individual counseling sessions; conducts classroom lessons implementing "Speak Up and Be Safe" and "Student Success Skills"  |

## 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     | 59          | 65 | 119 | 115 | 105 | 110 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 573   |
| Attendance below 90 percent     | 0           | 22 | 32  | 21  | 24  | 13  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 112   |
| One or more suspensions         | 0           | 1  | 12  | 15  | 19  | 5   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 52    |
| Course failure in ELA or Math   | 0           | 5  | 7   | 14  | 13  | 6   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 45    |
| Level 1 on statewide assessment | 0           | 0  | 0   | 9   | 51  | 49  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 109   |
|                                 | 0           | 0  | 0   | 0   | 0   | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

#### 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 | 13 | 16 | 31 | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 78    |

#### 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     | 0           | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 9     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

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

36

#### Date this data was collected or last updated

Tuesday 7/30/2019

#### Prior Year - As Reported

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

| Indicator                       | Grade Level |  |  |  |  |  |  |  |  |  |  |  |  | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent     |             |  |  |  |  |  |  |  |  |  |  |  |  |       |
| One or more suspensions         |             |  |  |  |  |  |  |  |  |  |  |  |  |       |
| Course failure in ELA or Math   |             |  |  |  |  |  |  |  |  |  |  |  |  |       |
| Level 1 on statewide assessment |             |  |  |  |  |  |  |  |  |  |  |  |  |       |

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

| Indicator                            | Grade Level |  |  |  |  |  |  |  |  |  |  |  |  | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators |             |  |  |  |  |  |  |  |  |  |  |  |  |       |

#### 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     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

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           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

## 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             | 42%    | 59%      | 57%   | 46%    | 59%      | 55%   |
| ELA Learning Gains          | 42%    | 57%      | 58%   | 51%    | 61%      | 57%   |
| ELA Lowest 25th Percentile  | 22%    | 49%      | 53%   | 35%    | 48%      | 52%   |
| Math Achievement            | 41%    | 60%      | 63%   | 54%    | 63%      | 61%   |
| Math Learning Gains         | 42%    | 61%      | 62%   | 55%    | 65%      | 61%   |
| Math Lowest 25th Percentile | 22%    | 49%      | 51%   | 34%    | 50%      | 51%   |
| Science Achievement         | 42%    | 57%      | 53%   | 47%    | 55%      | 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     | 59 (0)                            | 65 (0) | 119 (0) | 115 (0) | 105 (0) | 110 (0) | 573 (0) |
| Attendance below 90 percent     | 0 ( )                             | 22 ( ) | 32 ( )  | 21 ( )  | 24 ( )  | 13 ( )  | 112 (0) |
| One or more suspensions         | 0 ( )                             | 1 (0)  | 12 (0)  | 15 (0)  | 19 (0)  | 5 (0)   | 52 (0)  |
| Course failure in ELA or Math   | 0 ( )                             | 5 (0)  | 7 (0)   | 14 (0)  | 13 (0)  | 6 (0)   | 45 (0)  |
| Level 1 on statewide assessment | 0 ( )                             | 0 (0)  | 0 (0)   | 9 (0)   | 51 (0)  | 49 (0)  | 109 (0) |
|                                 | 0 (0)                             | 0 (0)  | 0 (0)   | 0 (0)   | 0 (0)   | 0 (0)   | 0 (0)   |

### 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 | 35%    | 57%      | -22%                       | 58%   | -23%                    |
|                       | 2018 | 43%    | 56%      | -13%                       | 57%   | -14%                    |
| Same Grade Comparison |      | -8%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 43%    | 55%      | -12%                       | 58%   | -15%                    |
|                       | 2018 | 47%    | 54%      | -7%                        | 56%   | -9%                     |
| Same Grade Comparison |      | -4%    |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 05                    | 2019 | 40%    | 55%      | -15%                       | 56%   | -16%                    |
|                       | 2018 | 48%    | 55%      | -7%                        | 55%   | -7%                     |
| Same Grade Comparison |      | -8%    |          |                            |       |                         |
| Cohort Comparison     |      | -7%    |          |                            |       |                         |

| MATH                  |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                    | 2019 | 31%    | 58%      | -27%                       | 62%   | -31%                    |
|                       | 2018 | 45%    | 60%      | -15%                       | 62%   | -17%                    |
| Same Grade Comparison |      | -14%   |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 49%    | 60%      | -11%                       | 64%   | -15%                    |
|                       | 2018 | 48%    | 60%      | -12%                       | 62%   | -14%                    |
| Same Grade Comparison |      | 1%     |          |                            |       |                         |
| Cohort Comparison     |      | 4%     |          |                            |       |                         |
| 05                    | 2019 | 39%    | 57%      | -18%                       | 60%   | -21%                    |
|                       | 2018 | 45%    | 61%      | -16%                       | 61%   | -16%                    |
| Same Grade Comparison |      | -6%    |          |                            |       |                         |
| Cohort Comparison     |      | -9%    |          |                            |       |                         |

| SCIENCE               |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                    | 2019 | 41%    | 55%      | -14%                       | 53%   | -12%                    |
|                       | 2018 | 42%    | 55%      | -13%                       | 55%   | -13%                    |
| Same Grade Comparison |      | -1%    |          |                            |       |                         |
| 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       | 30     | 31          | 21        | 47      | 42           |          |         |           |                   |                     |

| 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 |
| ASN                                       | 100      | 92     |             | 100       | 97      |              | 100      |         |           |                   |                     |
| BLK                                       | 17       | 22     | 23          | 15        | 20      | 21           | 12       |         |           |                   |                     |
| HSP                                       | 60       |        |             | 60        |         |              |          |         |           |                   |                     |
| MUL                                       | 43       | 18     |             | 54        | 40      |              |          |         |           |                   |                     |
| WHT                                       | 100      | 75     |             | 100       | 75      |              |          |         |           |                   |                     |
| FRL                                       | 17       | 24     | 22          | 16        | 22      | 24           | 16       |         |           |                   |                     |
| 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                                       | 11       | 40     | 50          | 11        | 24      | 13           | 18       |         |           |                   |                     |
| ASN                                       | 100      | 94     |             | 100       | 100     |              | 100      |         |           |                   |                     |
| BLK                                       | 24       | 43     | 47          | 25        | 23      | 24           | 22       |         |           |                   |                     |
| MUL                                       | 82       |        |             | 82        |         |              |          |         |           |                   |                     |
| WHT                                       | 100      | 86     |             | 100       | 91      |              | 100      |         |           |                   |                     |
| FRL                                       | 27       | 45     | 47          | 28        | 26      | 25           | 21       |         |           |                   |                     |
| 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                                       | 9        | 24     | 20          | 9         | 31      | 27           |          |         |           |                   |                     |
| ASN                                       | 100      | 91     |             | 100       | 100     |              | 100      |         |           |                   |                     |
| BLK                                       | 26       | 38     | 36          | 38        | 42      | 33           | 25       |         |           |                   |                     |
| WHT                                       | 93       | 89     |             | 91        | 82      |              | 88       |         |           |                   |                     |
| FRL                                       | 21       | 31     | 33          | 34        | 39      | 33           | 19       |         |           |                   |                     |

### 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  | 36   |
| 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                                       | 253  |
| Total Components for the Federal Index  | 7    |
| Percent Tested  | 100% |
| Subgroup Data   |      |

| Students With Disabilities   |     |
|--|-----|
| Federal Index - Students With Disabilities                                     | 31  |
| 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   | 98  |
| Asian Students Subgroup Below 41% in the Current Year?                         | NO  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  |     |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 19  |
| 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  | 60  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               |     |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   | 39  |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | YES |
| 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   | 88  |
| 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                                | 20  |
| 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.**

Lowest Quartile. Our lowest quartile students continue to struggle to make necessary gains in both ELA and math. Trend data shows that over the past 3 years achievement in math has been low. High teacher turnover may be a factor. Another may be that many students are performing 1- 2 grade levels behind.

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

Most significant was a decline in lowest quartile ELA learning gains of -23%. Many students are performing 1 - 2 grade levels behind. Teacher Instruction, rigor, and complexity.

**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.**

ELA Lowest quartile -21% when compared to state average. Many students are performing 1 - 2 grade levels behind with gaps in foundational skills.

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

School discipline referrals decreased by 15%. Addition of behavioral paraprofessional and more emphasis on restorative practices.

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

Students scoring at Level 1 in 4th and 5th grades as well as attendance for all grades.

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

1. Student achievement and learning gains in ELA
2. Student achievement and learning gains in Math
3. Improve Attendance
4. Reduce Suspensions

## Part III: Planning for Improvement

### Areas of Focus:

**#1**

|                  |  |
|------------------|--|
| <b>Title</b>     | Increase achievement and learning gains for students in the lowest quartile in ELA   |
| <b>Rationale</b> | Last year's FSA scores showed a significant drop in the percentage of students in the lowest quartile who made a learning gain. We must engage students in their education and provide opportunities to strengthen background knowledge. Many of our lower quartile students are performing 2 or more grade levels behind. We must provide remediation of foundation skills while also providing access and success on grade level tasks. The same is true for students with disabilities, African-American students, economically disadvantaged students, and multiracial students. |

**State the measurable outcome the school plans to achieve**

Increase learning gains of lowest quartile by 10%.  
Increase achievement of all under-performing subgroups in ELA by 3%.

**Person responsible for monitoring outcome**

Anyana Stokes (stokesay@gm.sbac.edu)

**Evidence-based Strategy**

Early identification of students in lowest quartile and under performing subgroups. Progress Monitoring through frequent data meetings with teachers. Educational field trips to increase background knowledge. Extended day learning opportunities. Increase access to technology as a tool for learning. Support for and increase teacher planning opportunities and professional development.

**Rationale for Evidence-based Strategy**

Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions. We know that the more background knowledge students have to pull from, the easier to acquire and link new information.

**Action Step**

**Description**

1. Teacher data chats, collaborative planning
2. Small group instruction, literacy stations
3. Increase student access to extended learning opportunities
4. Teacher PLCs Culturally Responsive Teaching, Differentiation, Equity
5. Additional beyond classroom support for targeted students (EDI)

**Person Responsible**

Chris Beland (belandcr@gm.sbac.edu)

| #2  |  |
|---|--|
| <b>Title</b>  | Increase achievement and learning gains for students in the lowest quartile in Math  |
| <b>Rationale</b>  | FSA scores show a trend of low performance and in learning gains for students in the lowest quartile in math. We must engage students in their education and provide opportunities to see math in real world application. Many of our lower quartile students are performing 2 or more grade levels behind. We know that math builds upon itself. We must provide remediation of foundational math skills while also providing access and success on grade level tasks. The same is true for students with disabilities, African-American students, economically disadvantaged students, and multiracial students. |
| <b>State the measurable outcome the school plans to achieve</b> | Increase learning gains of lowest quartile by 10%.<br>Increase achievement of all under-performing subgroups in Math by 3%.  |
| <b>Person responsible for monitoring outcome</b>                | Anyana Stokes (stokesay@gm.sbac.edu)   |
| <b>Evidence-based Strategy</b>                                  | Early identification of students in lowest quartile and under performing subgroups. Progress Monitoring through frequent data meetings with teachers. Educational field trips to increase awareness of career and real world application. Extended day learning opportunities. Increase access to technology as a tool for learning. Support for and increase teacher planning opportunities and professional development.   |
| <b>Rationale for Evidence-based Strategy</b>                    | Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions. We know that the more background knowledge students have to pull from the easier to acquire and link new information.  |
| <b>Action Step</b>  |  |
| <b>Description</b>  | 1. Teacher data chats, collaborative planning<br>2. Small group instruction, math stations<br>3. Increase student access to educational field trips and technology<br>4. Teacher PLCs, Culturally Responsive Teaching, Differentiation, Equity<br>5. Additional beyond classroom support for targeted students (EDI)   |
| <b>Person Responsible</b>                                       | Chris Beland (belandcr@gm.sbac.edu)  |



| #3  |   |
|---|---|
| <b>Title</b>  | Reduce number of Suspensions of African American Students   |
| <b>Rationale</b>  | Disproportionate number of African American students receiving suspension as result of discipline incidents.  |
| <b>State the measurable outcome the school plans to achieve</b> | Reduce suspensions of African American students by 15% or more.   |
| <b>Person responsible for monitoring outcome</b>                | Anyana Stokes (stokesay@gm.sbac.edu)  |
| <b>Evidence-based Strategy</b>                                  | Implementation of Positive Behavior Intervention and Supports. Professional Development and PLCs for teachers. Increase teacher capacity to manage classroom behaviors. Increase family engagement.                         |
| <b>Rationale for Evidence-based Strategy</b>                    | Bases of PBIS is to reinforce desired student behaviors. Through PBIS we will establish a common language and a schoolwide set of expectation.  |
| <b>Action Step</b>  |   |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Increase teacher capacity to handle classroom level discipline.</li> <li>2. Improve tier 2 and tier 3 behavior supports</li> <li>3. Develop alternatives to suspension</li> </ol> |
| <b>Person Responsible</b>                                       | Frederic Ashford (ashfordfl@gm.sbac.edu)  |

| #4  |  |
|---|--|
| <b>Title</b>  | Improve learning gains for students with disabilities  |
| <b>Rationale</b>  | We must engage students in their education and provide opportunities to strengthen background knowledge. Many of our lower quartile students are performing 2 or more grade levels behind. We must provide remediation of foundation skills while also providing access and success on grade level tasks.  |
| <b>State the measurable outcome the school plans to achieve</b> | Increase achievement of students with disabilities by 10%.   |
| <b>Person responsible for monitoring outcome</b>                | Anyana Stokes (stokesay@gm.sbac.edu)   |
| <b>Evidence-based Strategy</b>                                  | Early identification of students with disabilities. Progress Monitoring through frequent data meetings with teachers. Educational field trips to increase background knowledge. Extended day learning opportunities. Increase access to technology as a tool for learning. Support for and increase teacher planning opportunities and professional development.   |
| <b>Rationale for Evidence-based Strategy</b>                    | Teacher identification of students and continual monitoring of student progress assist with selecting appropriate strategies and interventions. We know that the more background knowledge students have to pull from the easier to acquire and link new information.  |
| Action Step   |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Teacher data chats, collaborative planning</li> <li>2. Small group instruction, literacy stations</li> <li>3. Increase student access to educational field trips and technology</li> <li>4. Teacher PLCs, Culturally Responsive Teaching, Differentiation, Equity</li> <li>5. Assure appropriate interventions and accommodations are being provided.</li> </ol> |
| <b>Person Responsible</b>                                       | Chris Beland (belandcr@gm.sbac.edu)  |

| #5  |  |
|---|--|
| <b>Title</b>  | Improve learning gains for Multiracial students  |
| <b>Rationale</b>  | We must engage students in their education and provide opportunities to strengthen background knowledge. Many students are performing 2 or more grade levels behind. We must provide remediation of foundation skills while also providing access and success on grade level tasks.  |
| <b>State the measurable outcome the school plans to achieve</b> | Increase achievement of multiracial students by 5%   |
| <b>Person responsible for monitoring outcome</b>                | Anyana Stokes (stokesay@gm.sbac.edu)   |
| <b>Evidence-based Strategy</b>                                  | Early identification of students. Progress Monitoring through frequent data meetings with teachers. Educational field trips to increase background knowledge. Extended day learning opportunities. Increase access to technology as a tool for learning. Support for and increase teacher planning opportunities and professional development.   |
| <b>Rationale for Evidence-based Strategy</b>                    | Teacher identification of students and continual monitoring of student progress assist with selecting appropriate strategies and interventions. We know that the more background knowledge students have to pull from the easier to acquire and link new information.  |
| <b>Action Step</b>  |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Teacher data chats, collaborative planning</li> <li>2. Small group instruction, literacy stations</li> <li>3. Increase student access to educational field trips and technology</li> <li>4. Teacher PLCs, Culturally Responsive Teaching, Differentiation, Equity</li> <li>5. Additional beyond classroom support for targeted students (EDI)</li> </ol> |
| <b>Person Responsible</b>                                       | Chris Beland (belandcr@gm.sbac.edu)  |

| #6  |  |
|---|--|
| <b>Title</b>  | Improve learning gains for Economically Disadvantaged students   |
| <b>Rationale</b>  | We must engage students in their education and provide opportunities to strengthen background knowledge. Many students are performing 2 or more grade levels behind. We must provide remediation of foundation skills while also providing access and success on grade level tasks.  |
| <b>State the measurable outcome the school plans to achieve</b> | Increase achievement of economically disadvantaged students by 10%.  |
| <b>Person responsible for monitoring outcome</b>                | Anyana Stokes (stokesay@gm.sbac.edu)   |
| <b>Evidence-based Strategy</b>                                  | Early identification of students. Progress Monitoring through frequent data meetings with teachers. Educational field trips to increase background knowledge. Extended day learning opportunities. Increase access to technology as a tool for learning. Support for and increase teacher planning opportunities and professional development.   |
| <b>Rationale for Evidence-based Strategy</b>                    | Teacher identification of students and continual monitoring of student progress assist with selecting appropriate strategies and interventions. We know that the more background knowledge students have to pull from the easier to acquire and link new information.  |
| <b>Action Step</b>  |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Teacher data chats, collaborative planning</li> <li>2. Small group instruction, literacy stations</li> <li>3. Increase student access to educational field trips and technology</li> <li>4. Teacher PLCs, Culturally Responsive Teaching, Differentiation, Equity</li> <li>5. Additional beyond classroom support for targeted students (EDI)</li> <li>6. Access to wrap around services.</li> </ol> |
| <b>Person Responsible</b>                                       | Chris Beland (belandcr@gm.sbac.edu)  |

#### 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).**

N/A

## 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, Â§ 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.**

Williams plans to build positive relationships with parents, families, and other community stakeholders by providing varied opportunities for involvement. Our goal for this year is to increase the number of students who have a positive adult mentor. We are collaborating with Santa Fe College, University of Florida Students, the district volunteer coordinator and community liaison, as well as local churches and our business partners to provide mentors for our students. We also plan to foster these relationships by maintaining an up to date website and providing a bi monthly newsletter. School events will be posted on the marquee as well as phone home reminders.

**PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

All classroom teachers implement a social emotional learning curriculum daily. Most include a morning meeting or check in. A full-time school counselor is available to see individual students as well as conduct small groups. Our school counselor also provides classroom instruction to support social emotional needs of students.

Corner Drug Store employs a full time provider who delivers instruction to all students on campus on a weekly basis through our resource rotation.

School partners with school district to provide System of Care and additional wraparound services. A full time licensed mental health counselor and social worker are on campus daily. Parents are referred to community resources as needed. A parent resource area is provided in school as a support.

There are several community organizations that provide mentoring to identified students. The EDEP program provides assistance with homework for students as well as enrichment activities.

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

School holds Kindergarten Roundup for incoming kindergartners and their families in May prior to the year the student will begin. Meet the Teacher is held the week before the new school year begins to give students an opportunity to meet their new teacher prior to the first day of school.

Representatives from our feeder middle school come over to meet with 5th graders to give them a glimpse into middle school. We encourage 5th grade students to participate in the district sponsored middle school magnet programs open house. We provide information on transitioning to middle school for students as well.

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

The school leadership identifies and aligns resources through the MTSS/RTI systems to ensure high quality instruction/intervention that is matched to student needs and uses student assessment data over time to make data-based decisions to guide instruction. School-wide data is used to address the progress of low performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.).

Mrs. Stokes, principal, is responsible for coordinating monthly meetings to monitor the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) Based on student data,

recommend, coordinate and implement intervention support (Tiers 2 and 3) that match students' needs and maximize desired outcomes. A comprehensive needs assessment is conducted for coordinating funds, services, and programs. Inventory of resources and programs is maintained through collaboration with the FCIM, school counselor, and other members of the leadership team.

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

A Career Day is held once each year to introduce students to a variety of career fields and occupations. Teachers are also encouraged to provide links for real world application of instruction. We also partner with the University of Florida, Santa Fe College, and local businesses to provide students an opportunity to interact with college students and business professionals through mentorship.

## Part V: Budget

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

| 1 | III.A.   | Areas of Focus: Increase achievement and learning gains for students in the lowest quartile in ELA |   |                 |     | \$220,030.32 |
|---|----------|--|---|-----------------|-----|--------------|
|   | Function | Object   | Budget Focus  | Funding Source  | FTE | 2019-20      |
|   | 5100     | 120-Classroom Teachers   | 0111 - Joseph Williams Elem. School   | Other           | 1.0 | \$60,000.00  |
|   |          |  | Notes: Provide instructional coach to assist K - 5 teachers with implementation of high yield teaching strategies and support.  |                 |     |              |
|   | 6300     | 120-Classroom Teachers   | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$33,840.00  |
|   |          |  | Notes: Collaborative Planning: Pay teacher stipends to support 36 hours (1 hour per week) of collaborative planning for 47 teachers beyond contracted hours at \$20/hour.                             |                 |     |              |
|   | 5100     | 644-Computer Hardware Non-Capitalized  | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$16,500.00  |
|   |          |  | Notes: 22 Dell Laptop computers at \$750 each to support students access to online resources during ELA block. Support for small group instruction and literacy stations.                             |                 |     |              |
|   | 5100     | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment                               | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$3,000.00   |
|   |          |  | Notes: 1 Laptop Cart to properly store and charge laptops to support teacher small group instruction and access to online student resources.  |                 |     |              |
|   | 7800     | 330-Travel   | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$7,980.00   |
|   |          |  | Notes: Instructional Field Trip to take place between September 15 2019 and March 31 2020 to the Cade Museum grades K - 5 (570) @\$14/student = \$7980 Academic Focus- Science Standards              |                 |     |              |
|   | 7800     | 330-Travel   | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$1,540.00   |
|   |          |  | Notes: Instructional Field Trip to take place between September 15 2019 and March 31 2020 to the Orlando Science Center for 5th grade students (110)@\$14/student = \$1540 Academic Science Standards |                 |     |              |
|   | 7800     | 330-Travel   | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$2,765.75   |

|  |      |                             |   |                 |     |             |
|--|------|-----------------------------|---|-----------------|-----|-------------|
|  |      |                             | <i>Notes: Instructional Field Trip to take place between September 15 2019 and March 31 2020 to the Jacksonville Zoo for Grades 1 and 2 (185) @ \$14.95/student= \$2,765.75 Academic Focus Science Standards</i>  |                 |     |             |
|  | 7800 | 330-Travel                  | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$6,600.00  |
|  |      |                             | <i>Notes: Instructional Field Trip to take place between September 15 2019 and March 31 2020 to the St. Augustine Historical Educational Tours for 4th grade (110) \$60/student= \$6600 Academic Focus Social Studies Standards</i>   |                 |     |             |
|  | 7800 | 330-Travel                  | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$1,850.00  |
|  |      |                             | <i>Notes: Instructional Field Trip to take place between September 15 2019 and March 31 2020. Rogers Farm Grades 1 and 2 (185)@\$10/student \$1850 Academic Focus Science and Social Studies Standards</i>  |                 |     |             |
|  | 7800 | 330-Travel                  | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$3,600.00  |
|  |      |                             | <i>Notes: 6 school buses @ \$600/trip = \$3600 for the Cade Museum. Each grade level will need one bus for selected day to transport students.</i>  |                 |     |             |
|  | 7800 | 330-Travel                  | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$2,400.00  |
|  |      |                             | <i>Notes: 2 charter buses @ \$1200/each =\$2400 Transport students to Orlando Science Center.</i>   |                 |     |             |
|  | 7800 | 330-Travel                  | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$2,400.00  |
|  |      |                             | <i>Notes: 2 charter buses @\$1200/ea. Transport students to Jacksonville Zoo.</i>   |                 |     |             |
|  | 6400 | 510-Supplies                | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$1,800.00  |
|  |      |                             | <i>Notes: Reasonable and necessary supplies for professional development to train paraprofessionals in Best Practices for instructional delivery and other essential information to provide the most effective use of time during service to grades 3 - 5. Instructional support kits containing supplies needed to work with students will be developed and distributed to paraprofessionals as part of the training.</i>  |                 |     |             |
|  | 5100 | 520-Textbooks               | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$18,000.00 |
|  |      |                             | <i>Notes: Books for Elementary Program K-12 Benchmark Classroom Libraries: Elementary (5 basket collection) A 5-basket version of our Classroom Library comprised of our 30-book Elementary baskets. Grade-level libraries are customized to meet the reading level needs of each specific classroom. 30 books per basket Y-Or. 25 books per basket Pu-Gl. Classroom Library Elementary 5 Basket Collection Grade 1 - 4 @ \$600.00 = \$2,400.00 30 books per basket Y-Or. 25 books per basket Pu-Gl. Classroom Library Elementary 5 Basket Collection Grade 1 - 4 @ \$600.00 = \$2,400.00 Classroom Library Elementary 5 Basket Collection Grade 2 - 6 @ \$600.00 = \$3,600.00 Classroom Library Elementary 5 Basket Collection Grade 3 - 6 @ \$600.00 = \$3,600.00 Classroom Library Elementary 5 Basket Collection Grade 4 - 5 @ \$600.00 = \$3,000.00 Classroom Library Elementary 5 Basket Collection Grade 5 - 5 @ \$600.00 = \$3,000.00 Classroom Library Elementary 5 Basket Collection Kindergarten 4 \$600.00 \$2,400.00 Total: Books for Elementary Program K-12 30 \$18,000.00</i> |                 |     |             |
|  | 5100 | 210-Retirement              | 0111 - Joseph Williams Elem. School   | Other           | 1.0 | \$5,082.00  |
|  |      |                             | <i>Notes: Retirement Benefits at 8.47% for 1 school-based Instructional Coach.</i>  |                 |     |             |
|  | 5100 | 220-Social Security         | 0111 - Joseph Williams Elem. School   | Other           | 1.0 | \$4,590.00  |
|  |      |                             | <i>Notes: Social Security Benefits at 7.65% for 1 school-based Instructional Coach.</i>   |                 |     |             |
|  | 5100 | 290-Other Employee Benefits | 0111 - Joseph Williams Elem. School   | Other           | 1.0 | \$306.00    |



|          |               |  |   |                 |     |                     |
|----------|---------------|--|---|-----------------|-----|---------------------|
|          |               |  | <i>Notes: Early Retirement Benefits at .51% for 1 school-based Instructional Coach.</i>   |                 |     |                     |
|          | 5100          | 230-Group Insurance  | 0111 - Joseph Williams Elem. School   | Other           | 1.0 | \$6,818.98          |
|          |               |  | <i>Notes: Group Insurance for 1 school-based Instructional Coach.</i>   |                 |     |                     |
|          | 6300          | 210-Retirement   | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$2,866.25          |
|          |               |  | <i>Notes: Retirement Benefits at 8.47% for 47 teachers received stipends for 36 (1 hour per week) hours at \$20/hour.</i>   |                 |     |                     |
|          | 6300          | 220-Social Security  | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$2,588.76          |
|          |               |  | <i>Notes: Social Security Benefits at 7.65% for 47 teachers received stipends for 36 (1 hour per week) hours at \$20/hour.</i>  |                 |     |                     |
|          | 6300          | 290-Other Employee Benefits  | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$172.58            |
|          |               |  | <i>Notes: Early Retirement Benefits at .51% for 47 teachers received stipends for 36 (1 hour per week) hours at \$20/hour.</i>  |                 |     |                     |
|          | 5100          | 520-Textbooks  | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$18,000.00         |
|          |               |  | <i>Notes: Books for Elementary Program K-12 Benchmark Classroom Libraries: Elementary (5 basket collection) A 5-basket version of our Classroom Library comprised of our 30-book Elementary baskets. Grade-level libraries are customized to meet the reading level needs of each specific classroom. 30 books per basket Y-Or. 25 books per basket Pu-Gl. Classroom Library Elementary 5 Basket Collection Grade 1 - 4 @ \$600.00 = \$2,400.00 Classroom Library Elementary 5 Basket Collection Grade 2 - 6 @ \$600.00 = \$3,600.00 Classroom Library Elementary 5 Basket Collection Grade 3 - 6 @ \$600.00 = \$3,600.00 Classroom Library Elementary 5 Basket Collection Grade 4 - 5 @ \$600.00 = \$3,000.00 Classroom Library Elementary 5 Basket Collection Grade 5 - 5 @ \$600.00 = \$3,000.00 Total: Books for Elementary Program K-12 30 \$18,000.00</i> |                 |     |                     |
|          | 7300          | 330-Travel   | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$2,280.00          |
|          |               |  | <i>Notes: Florida Association of School Administrators: Provide opportunity for 2 Administrators to attend the FASA conference in Orlando, FL June 7 - 11, 2020. Cost includes registration, hotel, mileage, meals, parking, and tolls as applicable.</i>   |                 |     |                     |
|          | 6300          | 510-Supplies   | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$7,050.00          |
|          |               |  | <i>Notes: Reasonable and necessary supplies to support 47 teachers participating in 36 hours of collaborative planning. Supplies may include pens, pencils, post-its, chart paper, copy paper, binders, dividers, pocket charts, data display boards.</i>   |                 |     |                     |
|          | 5100          | 520-Textbooks  | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$6,000.00          |
|          |               |  | <i>Notes: Purchase Ready Florida supplement materials from Curriculum Associates</i>  |                 |     |                     |
|          | 5100          | 369-Technology-Related Rentals   | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$2,000.00          |
|          |               |  | <i>Notes: Purchase Flocabulary web-based ELA supplement resource</i>  |                 |     |                     |
| <b>2</b> | <b>III.A.</b> | <b>Areas of Focus: Increase achievement and learning gains for students in the lowest quartile in Math</b> |   |                 |     | <b>\$102,904.71</b> |
|          | Function      | Object   | Budget Focus  | Funding Source  | FTE | 2019-20             |
|          | 6300          | 120-Classroom Teachers   | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$48,000.00         |



|  |      |                             |   |                 |  |            |
|--|------|-----------------------------|---|-----------------|--|------------|
|  |      |                             | <i>Notes: Stipends for 40 teachers Grades K - 5 for 2 hours weekly (Monday and Thursday) beyond the contracted day at \$20/hour to meet as grade level teams to plan math instruction in accordance with the Florida Math Standards. (60 hours total)</i> |                 |  |            |
|  | 6300 | 210-Retirement              | 0111 - Joseph Williams Elem. School   | Title, I Part A |  | \$4,065.60 |
|  |      |                             | <i>Notes: Retirement Benefits at 8.47% for stipends for 40 teachers for 60 hours of planning each.</i>  |                 |  |            |
|  | 6300 | 220-Social Security         | 0111 - Joseph Williams Elem. School   | Title, I Part A |  | \$3,672.00 |
|  |      |                             | <i>Notes: Social Security Benefits at 7.65% for stipends for 40 teachers for 60 hours of planning each.</i>   |                 |  |            |
|  | 6300 | 290-Other Employee Benefits | 0111 - Joseph Williams Elem. School   | Title, I Part A |  | \$244.80   |
|  |      |                             | <i>Notes: Other Employee Benefits: Early Retirement Benefits at .51% for stipends for 40 teachers for 60 of planning each.</i>  |                 |  |            |
|  | 6400 | 520-Textbooks               | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$438.00   |
|  |      |                             | <i>Notes: Purchase 30 copies of Closing the Attitude Gap as part of Book Study to discuss best practices.</i>   |                 |  |            |
|  | 6400 | 520-Textbooks               | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$600.00   |
|  |      |                             | <i>Notes: Purchase 30 copies of The Differentiated Classroom: Responding to the Needs of All Learners. Book Study to discuss best practices.</i>  |                 |  |            |
|  | 6400 | 330-Travel                  | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$6,900.00 |
|  |      |                             | <i>Notes: Provide opportunity for 4 teachers to attend the FETC Conference at the Miami Beach Convention Center on January 14-17, 2020. Cost includes registration, hotel, mileage, meals, parking, and tolls as applicable.</i>                          |                 |  |            |
|  | 6400 | 750-Other Personal Services | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$680.00   |
|  |      |                             | <i>Notes: Provide 4 Substitutes for 2 days each to provide release time for teachers to attend the FETC Conference.</i>   |                 |  |            |
|  | 6400 | 220-Social Security         | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$52.02    |
|  |      |                             | <i>Notes: Social Security Benefits for 4 Substitutes for 2 days each to provide release time for teachers to attend the FETC Conference.</i>  |                 |  |            |
|  | 6400 | 330-Travel                  | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$6,890.00 |
|  |      |                             | <i>Notes: Innovative Summit: Provide opportunity for 4 Teachers to attend the Innovative School Summit Conference in Orlando, FL on March 26 - 29, 2020. Cost includes registration, hotel, mileage, meals, parking, and tolls as applicable.</i>         |                 |  |            |
|  | 6400 | 750-Other Personal Services | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$680.00   |
|  |      |                             | <i>Notes: Provide 4 Substitutes for 2 days each to provide release time for teachers to attend the Innovative School Summit Conference in Orlando, FL on March 26 - 29, 2020.</i>   |                 |  |            |
|  | 6400 | 220-Social Security         | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$52.02    |
|  |      |                             | <i>Notes: Social Security Benefits for 4 Substitutes for 2 days each to provide release time for teachers to attend the Innovative School Summit Conference in Orlando, FL on March 26 - 29, 2020.</i>  |                 |  |            |

|          |               |  |  |                 |      |                    |
|----------|---------------|--|--|-----------------|------|--------------------|
|          | 5100          | 150-Aides  | 0111 - Joseph Williams Elem. School  | UniSIG          | 0.75 | \$12,834.00        |
|          |               |  | Notes: Hire 1 Paraprofessional for 6 hours /day (75%) at \$11.50/hour for 186 days to provide engagement support and intervention services to intermediate grades with a focus on math standards.                                    |                 |      |                    |
|          | 5100          | 210-Retirement   | 0111 - Joseph Williams Elem. School  | UniSIG          | 0.75 | \$1,087.04         |
|          |               |  | Notes: Retirement Benefits for 1 Paraprofessional for 6 hours /day (75%) at \$11.50/hour for 186 days to provide engagement support and intervention services to intermediate grades with a focus on math standards.                 |                 |      |                    |
|          | 5100          | 220-Social Security  | 0111 - Joseph Williams Elem. School  | UniSIG          | 0.75 | \$981.80           |
|          |               |  | Notes: Social Security Benefits for 1 Paraprofessional for 6 hours /day (75%) at \$11.50/hour for 186 days to provide engagement support and intervention services to intermediate grades with a focus on math standards.            |                 |      |                    |
|          | 5100          | 290-Other Employee Benefits  | 0111 - Joseph Williams Elem. School  | UniSIG          | 0.75 | \$65.45            |
|          |               |  | Notes: Early Retirement Benefits for 1 Paraprofessional for 6 hours /day (75%) at \$11.50/hour for 186 days to provide engagement support and intervention services to intermediate grades with a focus on math standards.           |                 |      |                    |
|          | 5100          | 230-Group Insurance  | 0111 - Joseph Williams Elem. School  | UniSIG          | 0.75 | \$8,616.98         |
|          |               |  | Notes: Group Insurance for 1 Paraprofessional for 6 hours /day (75%) at \$11.50/hour for 186 days to provide engagement support and intervention services to intermediate grades with a focus on math standards.                     |                 |      |                    |
|          | 7300          | 330-Travel   | 0111 - Joseph Williams Elem. School  | Title, I Part A |      | \$3,750.00         |
|          |               |  | Notes: Standards Institute: Provide opportunity for 1 administrator to attend the Standards Institute in Orlando, FL on February 10 - 14, 2020. Cost includes registration, hotel, mileage, meals, parking, and tolls as applicable. |                 |      |                    |
|          | 5100          | 369-Technology-Related Rentals   | 0111 - Joseph Williams Elem. School  | Title, I Part A |      | \$3,295.00         |
|          |               |  | Notes: Purchase Reflex Math - Web based Math program   |                 |      |                    |
| <b>3</b> | <b>III.A.</b> | <b>Areas of Focus: Reduce number of Suspensions of African American Students</b> |  |                 |      | <b>\$56,608.45</b> |
|          | Function      | Object   | Budget Focus   | Funding Source  | FTE  | 2019-20            |
|          | 6400          | 310-Professional and Technical Services  | 0111 - Joseph Williams Elem. School  | UniSIG          |      | \$9,000.00         |
|          |               |  | Notes: Contract with Tommie Mabry Company for 3 days of Staff Development on Student Engagement and Classroom Management for all teachers and staff @ \$3000/day = \$6000 on January 5, 6, & 7, 2020.                                |                 |      |                    |
|          | 6400          | 520-Textbooks  | 0111 - Joseph Williams Elem. School  | UniSIG          |      | \$288.00           |
|          |               |  | Notes: 24 copies of Little Tommie's 4 Bs @ \$12/ea plus shipping to support Staff Development on Student Engagement and Classroom Management for all teachers and staff.   |                 |      |                    |
|          | 6400          | 120-Classroom Teachers   | 0111 - Joseph Williams Elem. School  | UniSIG          |      | \$4,800.00         |
|          |               |  | Notes: Stipends for 40 teachers to participate in 6 hour staff development with Tommie Mabry outside of contracted hours @\$20/hr on January 5, 6, & 7, 2020.  |                 |      |                    |
|          | 6400          | 210-Retirement   | 0111 - Joseph Williams Elem. School  | UniSIG          |      | \$406.56           |

|  |      |                                |   |                 |  |            |
|--|------|--------------------------------|---|-----------------|--|------------|
|  |      |                                | <i>Notes: Retirement Benefits at 8.47% for teachers to participate in 6 hour staff development with Tommie Mabry outside of contracted hours @\$20/hr on January 5, 6, &amp; 7, 2020.</i>   |                 |  |            |
|  | 6400 | 220-Social Security            | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$367.20   |
|  |      |                                | <i>Notes: SSI Benefits at 7.65% for teachers to participate in 6 hour staff development with Tommie Mabry outside of contracted hours @\$20/hr on January 5, 6, &amp; 7, 2020.</i>  |                 |  |            |
|  | 6400 | 290-Other Employee Benefits    | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$24.48    |
|  |      |                                | <i>Notes: Other Personnel Benefits: Early Retirement Benefits at .51% for teachers to participate in 6 hour staff development with Tommie Mabry outside of contracted hours @\$20/hr on January 5, 6, &amp; 7, 2020.</i>                              |                 |  |            |
|  | 6400 | 150-Aides                      | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$600.00   |
|  |      |                                | <i>Notes: Stipends for 10 paraprofessionals/support staff @ \$10/hour to participate in 6 hour staff development with Tommie Mabry outside of contracted hours on January 5, 6, &amp; 7, 2020.</i>  |                 |  |            |
|  | 6400 | 210-Retirement                 | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$50.82    |
|  |      |                                | <i>Notes: Retirement Benefits at 8.47% for 10 paraprofessionals/support staff @ \$10/hour to participate in 6 hour staff development with Tommie Mabry outside of contracted hours on January 5, 6, &amp; 7, 2020.</i>                                |                 |  |            |
|  | 6400 | 220-Social Security            | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$45.90    |
|  |      |                                | <i>Notes: Social Security Benefits at 7.65% for 10 paraprofessionals/support staff @ \$10/hour to participate in 6 hour staff development with Tommie Mabry outside of contracted hours on January 5, 6, &amp; 7, 2020.</i>                           |                 |  |            |
|  | 6400 | 290-Other Employee Benefits    | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$3.06     |
|  |      |                                | <i>Notes: Other Personnel Benefits: Early Retirement Benefits at .51% for 10 paraprofessionals/support staff @ \$10/hour to participate in 6 hour staff development with Tommie Mabry outside of contracted hours on January 5, 6, &amp; 7, 2020.</i> |                 |  |            |
|  | 6400 | 369-Technology-Related Rentals | 0111 - Joseph Williams Elem. School   | Title, I Part A |  | \$5,000.00 |
|  |      |                                | <i>Notes: AVID Subscription Fee for school-wide participation and access to the AVID program and web-based resources.</i>   |                 |  |            |
|  | 6400 | 330-Travel                     | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$4,500.00 |
|  |      |                                | <i>Notes: AVID Training Conference: Funding to support registration, Hotel, mileage, meals, parking, and tolls for 4 teachers to attend the AVID Training Conference in St. Cloud in October, 2019.</i>   |                 |  |            |
|  | 7730 | 330-Travel                     | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$1,125.00 |
|  |      |                                | <i>Notes: AVID Training Conference: Funding to support registration, Hotel, mileage, meals, parking, and tolls for 1 Administrator to attend the AVID Training Conference in St. Cloud in October, 2019.</i>  |                 |  |            |
|  | 6400 | 750-Other Personal Services    | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$510.00   |
|  |      |                                | <i>Notes: Substitutes: Provide 3 substitutes for 2 days each to allow for teacher release time to attend October AVID Training Conference.</i>  |                 |  |            |
|  | 6400 | 220-Social Security            | 0111 - Joseph Williams Elem. School   | UniSIG          |  | \$39.02    |

|   |          |   |   |                |     |                     |
|---|----------|---|---|----------------|-----|---------------------|
|   |          |   | <i>Notes: Social Security Benefits: Provide 3 substitutes for 2 days each to allow for teacher release time to attend October AVID Training Conference.</i>   |                |     |                     |
|   | 6400     | 330-Travel  | 0111 - Joseph Williams Elem. School   | UniSIG         |     | \$17,300.00         |
|   |          |   | <i>Notes: AVID Summer Institute: Funding to support registration, Hotel, mileage, meals, parking, and tolls for 10 teachers to attend the AVID Summer Institute in Orlando, FL on June 29 - July 1, 2020.</i>   |                |     |                     |
|   | 7300     | 330-Travel  | 0111 - Joseph Williams Elem. School   | UniSIG         |     | \$2,340.00          |
|   |          |   | <i>Notes: AVID Summer Institute: Funding to support registration, Hotel, mileage, meals, parking, and tolls for 2 Administrators to attend the AVID Summer Institute in Orlando, FL on June 29 - July 1,</i>  |                |     |                     |
|   | 6400     | 120-Classroom Teachers  | 0111 - Joseph Williams Elem. School   | UniSIG         |     | \$4,320.00          |
|   |          |   | <i>Notes: Teacher Stipends to pay 9 teachers for 24 hours ( 4, 6 hour days) at \$20/hour on non-contract days to attend the AVID Summer Institute in Orlando, FL on June 29 - July 1, 2020.</i>   |                |     |                     |
|   | 6400     | 210-Retirement  | 0111 - Joseph Williams Elem. School   | UniSIG         |     | \$365.90            |
|   |          |   | <i>Notes: Retirement Benefits for Teacher Stipends 9 teachers for 24 hours ( 4, 6 hour days) at \$20/hour on non-contract days to attend the AVID Summer Institute in Orlando, FL on June 29 - July 1, 2020 .</i>   |                |     |                     |
|   | 6400     | 220-Social Security   | 0111 - Joseph Williams Elem. School   | UniSIG         |     | \$330.48            |
|   |          |   | <i>Notes: Social Security Benefits for Teacher Stipends 9 teachers for 24 hours ( 4, 6 hour days) at \$20/hour on non-contract days to attend the AVID Summer Institute in Orlando, FL on June 29 - July 1, 2020.</i>   |                |     |                     |
|   | 6400     | 290-Other Employee Benefits   | 0111 - Joseph Williams Elem. School   | UniSIG         |     | \$22.03             |
|   |          |   | <i>Notes: • Other Employee Benefits: Early Retirement Benefits for Teacher Stipends 9 teachers for 24 hours ( 4, 6 hour days) at \$20/hour on non-contract days to attend the AVID Summer Institute in Orlando, FL on June 29 - July 1, 2020.</i>   |                |     |                     |
|   | 6400     | 510-Supplies  | 0111 - Joseph Williams Elem. School   | UniSIG         |     | \$470.00            |
|   |          |   | <i>Notes: Reasonable and necessary supplies for 47 teacher to support the 2 day training with Tommie Mabry.</i>   |                |     |                     |
|   | 6400     | 510-Supplies  | 0111 - Joseph Williams Elem. School   | UniSIG         |     | \$4,700.00          |
|   |          |   | <i>Notes: Reasonable and necessary supplies to support 47 teachers beginning the implementation of AVID for all grades. Supplies may include copy paper, color paper, charts, posters, markers.</i>   |                |     |                     |
| 4 | III.A.   | <b>Areas of Focus: Improve learning gains for students with disabilities</b>          |   |                |     | <b>\$0.00</b>       |
| 5 | III.A.   | <b>Areas of Focus: Improve learning gains for Multiracial students</b>                |   |                |     | <b>\$0.00</b>       |
| 6 | III.A.   | <b>Areas of Focus: Improve learning gains for Economically Disadvantaged students</b> |   |                |     | <b>\$319,056.57</b> |
|   | Function | Object  | Budget Focus  | Funding Source | FTE | 2019-20             |
|   | 5100     | 120-Classroom Teachers  | 0111 - Joseph Williams Elem. School   | UniSIG         | 1.0 | \$60,271.59         |
|   |          |   | <i>Notes: Hire 1 Technology Coach to support students and teachers in the use of supplemental and remedial digital academic resources. The Tech Coach will provide ongoing professional development and daily support to teachers in grades K-5. The Tech Coach will also work directly with students in the computer lab as well as in the classroom with the implementation of the 1 to 1 laptop access project using a variety of Web-based programs including but not</i> |                |     |                     |

|               |      |                             |   |                 |     |                     |
|---------------|------|-----------------------------|---|-----------------|-----|---------------------|
|               |      |                             | <i>limited to: Achieve 3000, Smartyants, iStation, iXL, Discovery Ed, Brain Pop, Tumblebooks, and ConnectEd.</i>  |                 |     |                     |
|               | 5100 | 210-Retirement              | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$5,150.00          |
|               |      |                             | <i>Notes: Retirement Benefits for 1 Technology Coach at 8.47% to support students and teachers in the use of supplemental and remedial digital academic resources.</i>  |                 |     |                     |
|               | 5100 | 220-Social Security         | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$4,650.00          |
|               |      |                             | <i>Notes: Social Security Benefits 1 Technology Coach at 7.65% to support students and teachers in the use of supplemental and remedial digital academic resources.</i> |                 |     |                     |
|               | 5100 | 290-Other Employee Benefits | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$310.00            |
|               |      |                             | <i>Notes: Early Retirement Benefits 1 Technology Coach at .51% to support students and teachers in the use of supplemental and remedial digital academic resources.</i> |                 |     |                     |
|               | 5100 | 230-Group Insurance         | 0111 - Joseph Williams Elem. School   | UniSIG          |     | \$6,818.98          |
|               |      |                             | <i>Notes: Group Insurance 1 Technology Coach to support students and teachers in the use of supplemental and remedial digital academic resources.</i>                   |                 |     |                     |
|               | 5100 | 520-Textbooks               | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$4,225.00          |
|               |      |                             | <i>Notes: Supplemental high-interest, leveled books for take-home reading libraries</i>   |                 |     |                     |
|               | 5100 | 120-Classroom Teachers      | 0111 - Joseph Williams Elem. School   | Title, I Part A | 2.0 | \$116,464.00        |
|               |      |                             | <i>Notes: salaries for an FCIM Instructional Coach and an Intervention Teacher</i>  |                 |     |                     |
|               | 5100 | 150-Aides                   | 0111 - Joseph Williams Elem. School   | Title, I Part A | 3.0 | \$52,204.00         |
|               |      |                             | <i>Notes: Instructional Paraprofessionals for intervention services to students</i>   |                 |     |                     |
|               | 5100 | 210-Retirement              | 0111 - Joseph Williams Elem. School   | Title, I Part A | 5.0 | \$14,286.00         |
|               |      |                             | <i>Notes: Retirement benefits for Title I Instructional Staff</i>   |                 |     |                     |
|               | 5100 | 220-Social Security         | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$12,903.00         |
|               |      |                             | <i>Notes: SSI benefits for Title I Instructional Staff</i>  |                 |     |                     |
|               | 5100 | 230-Group Insurance         | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$40,914.00         |
|               |      |                             | <i>Notes: Group Insurance Benefits benefits for Title I Instructional Staff</i>   |                 |     |                     |
|               | 5100 | 290-Other Employee Benefits | 0111 - Joseph Williams Elem. School   | Title, I Part A |     | \$860.00            |
|               |      |                             | <i>Notes: Early Retirement benefits for Title I Instructional Staff</i>   |                 |     |                     |
| <b>Total:</b> |      |                             |   |                 |     | <b>\$713,533.26</b> |