

Duval County Public Schools

Carter G. Woodson Elementary School



2020-21 Schoolwide Improvement Plan

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Carter G. Woodson Elementary School

2334 BUTLER AVE, Jacksonville, FL 32209

<http://www.duvalschools.org/woodson>

Demographics

Principal: Sylvia Embry

Start Date for this Principal: 6/30/2020

2019-20 Status (per MSID File)	Closed: 2021-06-30
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: F (28%) 2017-18: D (37%) 2016-17: C (45%) 2015-16: D (36%)
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 is pending approval by the Duval 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.

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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2334 BUTLER AVE, Jacksonville, FL 32209

<http://www.duvalschools.org/woodson>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">100%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	F	F	D	C

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SIP Authority

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Purpose and Outline of the SIP

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

Our Mission is to provide educational excellence in a safe and positive environment, emphasizing standards-based instruction that promotes students to do their best.

Provide the school's vision statement.

Our Vision is to foster a successful academic environment that inspires and prepares every student with life skills for success as productive global citizens.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Embry, Sylvia	Principal	<p>Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS;</p> <p>conducts assessment of instructional skills of school staff; ensures implementation of intervention support and documentation requirements;</p> <p>ensures adequate professional development to support implementation of aligned standards, instruction and curriculum and assessment; and communicates with parents regarding school-based plans and activities</p> <p>Develops, leads, and evaluates school core content standards/programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches;</p> <p>identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies;</p> <p>assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation</p> <p>for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.</p>
Wilson, Mary	Assistant Principal	<p>Supports school wide work in aligning standards with instruction, curriculum tools, and assessment.</p> <p>Implements testing program and manages all data collection systems. Analyzes school data to identify areas of support for teachers and students. Assists with monitoring classroom instruction and providing feedback for improvement to teachers.</p> <p>Develops, leads, and evaluates school core content standards/ programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches;</p> <p>identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.</p>
Snipes, Tanesha	Instructional Coach	<p>Designs and implements professional development opportunities for lead content teachers in Math.</p> <p>Provides individual and team coaching to teachers in the classroom</p>

Name	Title	Job Duties and Responsibilities
		<p>Model lessons for teachers Leads professional book studies for teachers.develops, leads, and evaluates school core content standards/ programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2,and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.</p>
Singleton, Stacy	Instructional Coach	<p>Designs and implements professional development opportunities for lead content teachers in ELA. Provides individual and team coaching to teachers in the classroom Model lessons for teachers Leads professional book studies for teachers.develops, leads, and evaluates school core content standards/ programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2,and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.</p>

Demographic Information

Principal start date

Tuesday 6/30/2020, Sylvia Embry

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

17

Demographic Data

2020-21 Status (per MSID File)	Closed: 2021-06-30
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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SI Region	Northeast
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Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	41	42	56	41	48	36	0	0	0	0	0	0	0	264
Attendance below 90 percent	4	3	8	9	6	5	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	2	6	1	0	2	0	0	0	0	0	0	0	13
Course failure in Math	9	2	9	0	0	3	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	15	0	0	0	0	0	0	0	17

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	9	0	0	0	0	0	0	0	0	0	9

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/30/2020

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	
Number of students enrolled	60	71	68	87	52	102	0	0	0	0	0	0	0	440
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	

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	1	0	17	2	5	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	60	71	68	87	52	102	0	0	0	0	0	0	0	440
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	

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	1	0	17	2	5	0	0	0	0	0	0	0	25
Students retained two or more times	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	22%	50%	57%	34%	49%	55%
ELA Learning Gains	34%	56%	58%	55%	56%	57%
ELA Lowest 25th Percentile	19%	50%	53%	67%	54%	52%
Math Achievement	27%	62%	63%	42%	62%	61%
Math Learning Gains	45%	63%	62%	59%	63%	61%
Math Lowest 25th Percentile	35%	52%	51%	44%	54%	51%
Science Achievement	13%	48%	53%	15%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	13%	51%	-38%	58%	-45%
	2018	20%	50%	-30%	57%	-37%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	21%	52%	-31%	58%	-37%
	2018	42%	49%	-7%	56%	-14%
Same Grade Comparison		-21%				
Cohort Comparison		1%				
05	2019	26%	50%	-24%	56%	-30%
	2018	37%	51%	-14%	55%	-18%
Same Grade Comparison		-11%				
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	19%	61%	-42%	62%	-43%
	2018	28%	59%	-31%	62%	-34%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	31%	64%	-33%	64%	-33%
	2018	38%	60%	-22%	62%	-24%
Same Grade Comparison		-7%				
Cohort Comparison		3%				
05	2019	21%	57%	-36%	60%	-39%
	2018	41%	61%	-20%	61%	-20%
Same Grade Comparison		-20%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	13%	49%	-36%	53%	-40%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	36%	56%	-20%	55%	-19%
Same Grade Comparison		-23%				
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	3	19	23	4	29	27					
BLK	19	32	18	26	44	35	10				
FRL	21	33	21	28	45	34	12				

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	9	18		14	20						
BLK	31	47	36	35	42	30	37				
FRL	30	47	35	35	43	30	36				

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	21	47		9	41	55					
BLK	34	56	67	41	59	44	14				
FRL	32	52	67	38	58	41	15				

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	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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.

Reading Academic Achievement showed the lowest performance .

The contributing factors to the low performance is:

Classroom management lacked the structure needed to deliver effective instruction.

Students reading proficiency is significantly lower than schools with similar demographics within the District.

Many students are reading at least two grade levels behind. This has been a trend for past two years.

Teachers needed additional training on standards based instruction and an in depth reading foundational skills

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

Science showed the greatest decline.

Students academic reading proficiency was at least two or more grade levels behind which severely impacted science achievement. Reading comprehension and foundational skills are directly linked to science performance.

Lack of fidelity in the delivery of standards based science instruction.

Teachers did not have the adequate science content knowledge to effectively implement science instruction to incorporate hands on learning.

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.

Science had the greatest gap when compared to the state average.

The factors that contributed to this gap were:

Classroom management skills lacked the structure needed to deliver effective instruction.

Additional training was needed to inform the teachers on Lateral Progression to bridge the achievement gap

Teachers were not effectively using time and resources to deliver adequate instruction.

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

The data component that showed most improvement is Math Learning Gains. The new actions that were taken were:

Teachers were trained on Acaletics.

I-Ready was used as a supplement to the core curriculum.

Acaletics and I Ready was used daily.

Acaletics monitored and recognized students progress monthly with Green Parties.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Providing academic interventions for EWI students whose grades have dropped to a D or F through the development and monitoring of a PMP.

Provide behavioral interventions and guidance for students with more than 2 or more disciplinary infractions.

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

1. Reading- ELA LPQ to increase by one or more academic years growth in reading
2. Reading -Increase school wide reading gains by 20%.or more.
3. Implement a school wide behavioral system that rewards positive behavior, promotes positive social interaction, and that promotes positive reinforcements.
4. Increase Science Achievement by 10% or more.
5. Math-Increase math proficiency by 20% or more.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

African American and Free and Reduced Lunch Students
 The students are reading at least two or more reading levels below the District and State Average. According to the data from 2018 Reading Achievement was 31% and in 2019 decreased to 19%. This was a significant decline of 12% which impacted science, math, and writing. Reading Comprehension is a critical component of the aforementioned subjects.

90% of teachers will engage in effective standards based planning to use standards based instruction and aligning assignments to grade level standards.

Measurable Outcome:

By strategically and consistently tracking and monitoring student achievement data (weekly/monthly) making necessary adjustments to student grouping, student placement, and classroom instruction, Carter G. Woodson plans to achieve the following measurable outcomes for the Lowest Performing Quartile with an increase to 38% of students in the Lowest Performing Quartile showing one year's growth during the 2020-2021 school year.

Person responsible for monitoring outcome:

Sylvia Embry (embrys@duvalschools.org)

The teachers will engage in Professional Learning Communities that focuses on unpacking the standards to target the tasks that require students to show mastery of the standard.

Evidence-based Strategy:

The ELA Response Team (Principal, Assistant Principal, Reading Coach, Reading Interventionist, Classroom Teachers, and Instructional Para Professionals for 3rd - 5th grades) will provide specific interventions for all students using LLI, Corrective Reading, Reading Mastery Signature Edition (RMSE), or Guided Reading with differentiated instruction during small group and intervention.

Rationale for Evidence-based Strategy:

Focusing on the interventions that are specific to students' deficiencies while providing a balance of Standards Based Instruction will close the achievement gap and assist students with showing the growth that is needed

Action Steps to Implement

Analyze ELA data (Intervention, Standards Mastery, Mastery Checks, and i-Ready) on the students in the Lowest Performing Quartile will be tracked weekly(Reading Coach, Assistant Principal, and Principal)

Person Responsible

Sylvia Embry (embrys@duvalschools.org)

Provide training and on-going support for teachers to utilize data to create weekly small group instructional plan (Principal, Assistant Principal and Reading Coach). This action step will support the ESSA groups of Economically Disadvantaged and Students with Disabilities by meeting the specific needs through teacher led small group.

Person Responsible

Sylvia Embry (embrys@duvalschools.org)

During Common Planning, teachers will meet with coaches to look at standards that are taught and create a Learning Arc to map out how they will teach the standard. (Reading Coach and Reading Interventionist)

Person Responsible Stacy Singleton (singletons2@duvalschools.org)

Administrative Leadership Team (Principal, Assistant Principal, and Reading Coach) will calibrate to make sure teachers are teaching using the standards based instructional guides.

Person Responsible Sylvia Embry (embrys@duvalschools.org)

#2. Instructional Practice specifically relating to ELA

Teachers must have additional support to provide grade level standards based instruction for students.

Area of Focus Description and Rationale: A review of the dashboard data shows that teachers were inconsistent with aligning the tasks and assignments with the standards. The dashboard showed 1.9 out of 5.0 for assessing student learning.

When looking at the data from 2018/2019 FSA ELA 19 percent of Carter G. Woodson's students in the bottom quartile only showed one years growth. This was a significant reduction from 2017/2018 school year going from 36%(17-18) to 19%(18-19).

The school reading goal for the 2020-2021 school year-30% proficiency.

90% of teachers will engage in effective standards based instructional planning with the academic coaches assistance to align assignments to grade level standards. The dashboard will show an increase of 1.2 for an overall 3.1 in assessing student learning.

Measurable Outcome: By strategically and consistently tracking and monitoring student achievement data (weekly/monthly) making necessary adjustments to student grouping, student placement, and classroom instruction, Carter G. Woodson plans to achieve the following measurable outcomes for the Lowest Performing Quartile with an increase to 30% of students in the Lowest Performing Quartile showing one year's growth during the 2020-2021 school year.

Person responsible for monitoring outcome: Sylvia Embry (embrys@duvalschools.org)

The teachers will engage in Professional Learning Communities that focuses on unpacking the standards to target the tasks that require students to show mastery of the standard.

Evidence-based Strategy: The ELA Response Team (Principal, Assistant Principal, Reading Coach, Reading Interventionist, Classroom Teachers, and Instructional Para Professionals for 3rd - 5th grades) will provide specific interventions for all students using LLI, Corrective Reading, Reading Mastery Signature Edition (RMSE), or Guided Reading with differentiated instruction during small group and intervention.

Rationale for Evidence-based Strategy: Focusing on the interventions that are specific to students' deficiencies while providing a balance of Standards Based Instruction will close the achievement gap and assist students with showing the growth that is needed.

Action Steps to Implement

Administrative Leadership Team (Principal, Assistant Principal, and Reading Coach) will calibrate to make sure teachers are teaching using the standards based instructional guides.

Person Responsible Sylvia Embry (embrys@duvalschools.org)

During Common Planning, teachers will meet with coaches to look at standards that are taught and create a Learning Arc to map out how they will teach the standard. Students will complete activities and task that are appropriate for where the teacher should be in the learning arc for the standard.

Person Responsible Stacy Singleton (singletons2@duvalschools.org)

Analyze ELA data (Intervention, Standards Mastery, Mastery Checks, and i-Ready) on the students in the Lowest Performing Quartile will be tracked weekly. Create an FCIM cycle to target remediation on standards that students are not mastering.

Person Responsible Stacy Singleton (singletons2@duvalschools.org)

Provide training and on-going support on Differentiated Instruction and Standards Based Instructional Delivery. This will assist teachers in utilizing data to create weekly small group instructional plans that target standards students are not mastering.

Person Responsible Stacy Singleton (singletons2@duvalschools.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: According to the 5 Essentials Survey, 58% of teachers felt that the school was lacking opportunities for collaboration among teachers. Many teachers did not teach science curriculum or collaboratively plan science lessons. The 2018-2019 FSA Science data had the greatest gap when compared to the state average. Science proficiency showed a significant decrease from 35% in 2018 to 13% in 2019.

100% of teachers will engage in effective standards based planning and instructional delivery to increase science proficiency across grade levels.

Measurable Outcome: By strategically and consistently monitoring student achievement data(weekly/monthly) making necessary adjustments to class schedules to ensure science has the timing needed to be taught effectively, adjustments made to classroom instruction to include hands on experiments and engaging lessons that align with the standard.

Person responsible for monitoring outcome: Sylvia Embry (embrys@duvalschools.org)

Evidence-based Strategy: Reading Coach and Interventionist, Classroom Teachers, City Year and Instructional Para-Professionals will provide specific interventions for students. Teachers will be trained on vertical progression and will deliver differentiated instruction. Teacher training will be aimed at differentiated instruction for students using Achievement level to monitor students toward proficiency.

Rationale for Evidence-based Strategy: Focus on interventions that are specific to student's deficiencies in reading while providing a balance of Standards based science instruction that will close the achievement gap and assist students with showing the growth that is needed.

Action Steps to Implement

Administration Team(Principal, Assistant Principal, Reading and Math Coach) will conduct instructional monitoring walk through and review data weekly.

Person Responsible Sylvia Embry (embrys@duvalschools.org)

Provide teacher training on differentiating science instruction, hands-on lab experiments and achievement levels to monitor student proficiency. Coaches and Principal

Person Responsible Tanesha Snipes (snipest@duvalschools.org)

Teachers will keep updated lesson plans and data binders. Students will also have data notebooks to track their progress. Teachers, Coaches, Assistant Principal, and Principal

Person Responsible Tanesha Snipes (snipest@duvalschools.org)

#4. Instructional Practice specifically relating to Math

Teachers must have additional support to provide grade level standards based instruction for students.

A review of the dashboard data shows that teachers were inconsistent with aligning the tasks and assignments with the standards. The dashboard showed 1.9 out of 5.0 for assessing student learning.

Area of Focus Description and Rationale:

According to the 2018-2019 Academic Data from the 2019 Math FSA, 36 % of Carter G. Woodson's students in the bottom quartile showed growth, compared to the 2018 Math FSA where 29% of Carter G. Woodson's students in the bottom quartile showed growth. This data finding is impactful because although there was a slight increase of students showing gains, the students are still scoring significantly low in proficiency. Progress monitoring students with more frequency will identify trends in data that will lead to differentiating instruction and remediating student deficiencies with fidelity. If we impact this data point, teachers will be able to remediate more frequently and strategically, being intentional with addressing the needs of the students, allowing students to correct mistakes in a more timely manner, therefore, impacting student success.

Measurable Outcome:

90% of teachers will engage in effective standards based instructional planning with the academic coaches assistance to align assignments to grade level standards. The dashboard will show an increase of 1.2 for an overall 3.1 in assessing student learning.

If the school-wide math instruction, small groups, and the use of supplements are implemented effectively, the lowest performing quartile will show gains of one or more years.

Person responsible for monitoring outcome:

Tanesha Snipes (snipest@duvalschools.org)

The Principal, Assistant Principal, and Math Coach, will perform academic walk through focusing on a specific area of instruction every week and provide immediate feedback to ensure instruction is engaging, rigorous, and standards alignment.

The Acaletics Mathematics Program will be used as an additional instructional supplement to be utilized within the daily acaletics block.

Evidence-based Strategy:

The math interventionist will provide intense small group instruction to target the standards that the students have struggled to comprehend and help to achieve instructional gains.

City Year will provide small group and one on one instruction to the students in the lowest performing quartile to increase the students proficiency level.

Students will use I-Ready daily as it is a technologically standards-Aligned supplement designed to improve students achievement when used in conjunction with a strong core program.

Rationale for Evidence-based Strategy:

The teachers will engage in Professional Learning Communities that focuses on unpacking the standards to target the tasks that require students to show mastery of the standard.

Research has shown that small group or one on one instruction will increase a students skills and subject area knowledge .

The Acaletics program is a research-based supplement proven to positively improve student achievement in Mathematics when implemented with fidelity.

I Ready is a computer based program that has been proven to increase student achievement as the program is prescriptive and standards aligned.

Action Steps to Implement

Administrative Leadership Team (Principal, Assistant Principal, and Reading Coach) will conduct instructional monitoring walk-throughs and review data weekly during meetings.

Person Responsible Sylvia Embry (embrys@duvalschools.org)

During Common Planning, teachers will meet with coaches to look at standards that are taught and create a Learning Arc to map out how they will teach the standard. Students will complete activities and task that are appropriate for where the teacher should be in the learning arc for the standard.

Person Responsible Tanesha Snipes (snipest@duvalschools.org)

Train math interventionist and para-professionals in differentiated small group instruction to focus on remediating grade level targeted standards.
Coaches, Assistant Principal, and Principal

Person Responsible [no one identified]

Coaching Cycle for teachers in need of interventions. Coaches, Assistant Principal, and Principal

Person Responsible [no one identified]

Provide training and on-going support for teachers to utilize data to create weekly small group instructional plans. Coaches, Assistant Principal, and Principal

Person Responsible [no one identified]

Give a pre-assessment to all students to determine what standards students are not mastering and plan an FCIM calendar to teach targeted standards. Teacher and Coaches

Person Responsible Tanesha Snipes (snipest@duvalschools.org)

Ensure Acaletics Math is being taught with fidelity. Monitor student achievement and reward successes monthly. Principal, Assistant Principal, and Math Coach

Person Responsible Sylvia Embry (embrys@duvalschools.org)

#5. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Teachers must have additional support to provide grade level standards based instruction for students. A review of the dashboard data shows that teachers were inconsistent with aligning the tasks and assignments with the standards. The dashboard showed 1.9 out of 5.0 for assessing student learning. The reading and science scores showed a significant decrease from 2017/2018 to 2018/2019. Teachers lack of knowledge and exposure to meaningful data based Professional Development led to decreased learning gains and achievement.

Measurable Outcome: 90% of teachers will engage in effective standards based instructional planning with the academic coaches assistance to align assignments to grade level standards. The dashboard will show an increase of 1.2 for an overall 3.1 in assessing student learning.

Person responsible for monitoring outcome: Sylvia Embry (embrys@duvalschools.org)

Evidence-based Strategy: The administrative team will complete weekly Standards Walk-through observations to monitor that teachers are implementing standards aligned instruction that will lead to improved student performance. Utilizing Leadership team to build teachers pedagogy. Utilize Coaches to support and train teachers to use data for planning.

Rationale for Evidence-based Strategy: If teacher capacity is extended to include an understanding of Vertical Progression and Standards Based Planning and Instruction; student learning gains and achievement will increase.

Action Steps to Implement

Description

1. Teachers will utilize Learning Arcs to plan for instruction
2. Weekly Common Planning to unpack the standards these sessions will include Lesson delivery and Assessment tasks, and Standards Focus Boards
4. PLC' s weekly with math and reading coach to review students work, align tasks with standards

Person Responsible Sylvia Embry (embrys@duvalschools.org)

Administrators will provide weekly instructional support for ELA and Math content area teachers by using the Standards Walkthrough Tool and focusing on aligning tasks to the grade level standard.

Person Responsible Sylvia Embry (embrys@duvalschools.org)

Common Planning will be led by Reading Coaches, Math Coaches, interventionist, and administration to target assessments that are aligned to the standards.

Person Responsible Tanesha Snipes (snipest@duvalschools.org)

collecting data during professional learning communities (Assessments/ Checks for Understanding) to reflect and adjust instructional delivery to the needs of students.

Person Responsible Stacy Singleton (singletons2@duvalschools.org)

Selecting Professional Development Topics based on data, standards based alignment, and current trends with that is needed to actively monitor standards based instruction.

Person Responsible Sylvia Embry (embrys@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The administrative team will complete weekly Standards Walk-through observations to monitor that teachers are implementing standards aligned instruction that will lead to improved student performance.

Leadership team will build teachers pedagogy through a series of professional development training on differentiating instruction, scaffolding instruction, authentically engaging students in learning and helping students reflect on their data a set SMART goals to reach academic proficiency.

Also the Instructional Coaches will support and train teachers to use data for planning and target students that need additional support to reach their goal of becoming proficient in Reading and Math. They will also help teacher plan differentiated center activities that will assist in remediating standards so students can reach mastery.

To address improving Social Emotional Learning (SEL) support teachers will attend Calm Classroom Training and the Guidance Counselor will conduct Child Safety Matter sessions to all classes while pulling small groups to focus on behavior supports. Administration will also conduct restorative circles and implement a school wide discipline flow chart to guide teachers in appropriate class management.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The number one goal is to foster nurturing and caring environment that strives for continued involvement which helps build better educational environment for students. All parties work together to promote a school community where teachers, students and parents feel welcome. The school sponsors family oriented events throughout the year for families and staff members to join together in school-based events; such as,

the Literacy Night, Muffins with Mom, Student of the Month Ceremonies, Parent Data Night and etc. We also hold monthly workshops hosted by our Parent Engagement Liaison (PEL). These workshops are lead by classroom teachers and educate parents on various school centered items; for example, how to support your child with homework, literacy and etc. As a Calm Classroom school, these workshops also include training our parents on what it means to be focused and have mindfulness. Our school also provides a variety of opportunities for our parents to be involved or participate with their children in through activities such as: joining to PTA, Meet the teacher, Open House, STEM Night and etc. Community members are invited to participate Community Day to showcase their careers and spark interest in our students. Woodson partners with various community partners sch as Olive Garden and New Beginnings Ministry for student incentives; and Community Health Centers for our students' health needs.

To address improving Social Emotional Learning (SEL) support teachers will attend Calm Classroom Training and the Guidance Counselor will conduct Child Safety Matter sessions to all classes while pulling small groups to focus on behavior supports. Administration will also conduct restorative circles and implement a school wide discipline flow chart to guide teachers in appropriate class management.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$31,054.72
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	640-Furniture, Fixtures and Equipment	1661 - Carter G. Woodson Elem. School	UniSIG		\$6,876.00
			<i>Notes: 10 Student laptops @ \$609 each, 1 laptop cart @ 786 each This line item will be used to support all grade levels. The laptops and charging cart will be used for blended learning platforms such as iReady, Achieve 3000, ACALETICS, Study Island, Reflex, etc). The school is need of 1 cart and 10 laptops. Please see the quote attached.</i>			
	5100	510-Supplies	1661 - Carter G. Woodson Elem. School	UniSIG		\$6,133.12
			<i>Notes: Supplies, color pencils, folders, binders, dry erase markers, crates, dry erase erasers, dry erase boards</i>			
	5100	640-Furniture, Fixtures and Equipment	1661 - Carter G. Woodson Elem. School	UniSIG		\$3,750.00
			<i>Notes: ALL IN LEARNING 26 IR response pads, bag, receiver and cables. 10 qty This line item will be used by Grades 3-5 to support engagement and checking for understanding. The teacher will be able to assess who has mastered the standards taught during the lesson. The clickers will allow students to respond to various reading and math problems using an interactive platform.</i>			
	5900	120-Classroom Teachers	1661 - Carter G. Woodson Elem. School	UniSIG		\$8,088.00
			<i>Notes: Tutoring 337 hours, \$24 per hour The line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps from 2019-2020. The minimum qualifications for this Position vary as follows: Tutor I \$ 10.00 per hour (30 hours of College Credit/ Associates Degree; Tutor II \$ 18.00 per hour, (Bachelor's Degree); and Tutor III \$24.00 per hour, (Bachelor's degree or higher with a valid teacher certificate). This line item supports the use of part-time tutors @ \$10 - \$16 per hour depending on applicants # of college credit course work completed and corresponding board approved salary + benefits. The tutors will provide 337 hours of small group math and ELA remediation throughout the year to students identified by data for math and/or reading. We currently have candidates available for hire.</i>			

			<i>The tentative dates for tutoring will be Sept. 30th - April 30th. Approximately 6 tutors, 48 hours each; Approximately 50 students.</i>			
	5900	210-Retirement	1661 - Carter G. Woodson Elem. School	UniSIG		\$808.80
			<i>Notes: Tutoring Benefits Retirement at 10.00%</i>			
	5900	220-Social Security	1661 - Carter G. Woodson Elem. School	UniSIG		\$618.73
			<i>Notes: Tutoring Benefits Social Security at 7.65%</i>			
	5900	240-Workers Compensation	1661 - Carter G. Woodson Elem. School	UniSIG		\$76.03
			<i>Notes: Tutoring Benefits Workers Competition at .94%</i>			
	5100	519-Technology-Related Supplies	1661 - Carter G. Woodson Elem. School	UniSIG		\$4,274.00
			<i>Notes: 200 qty mouse 200 qty headphones This line item is needed for both on-site and off-site learning. Students need these technology items to support the online learning. With the CDC guidelines, we are trying to reduce the sharing of materials.</i>			
	5100	510-Supplies	1661 - Carter G. Woodson Elem. School	UniSIG		\$430.04
			<i>Notes: Supplies, paper, toner, pencils, chart paper, envelopes The line item will be used to support reading, writing, and math. The supplies are needed to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; and other instructional supplies necessary to support supplement intervention grouping. Please see the attached quote.</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$72,072.51
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	1661 - Carter G. Woodson Elem. School	UniSIG	2.0	\$27,415.92
			<i>Notes: *Two General Education Paraprofessionals. The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities for most of the time must be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. may be assigned for a minor portion of the workday by the site administrator/designee. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i>			
	5100	210-Retirement	1661 - Carter G. Woodson Elem. School	UniSIG		\$2,646.04
			<i>Notes: Two General Education Paraprofessionals Benefits Retirement at 10.00%</i>			
	5100	220-Social Security	1661 - Carter G. Woodson Elem. School	UniSIG		\$2,024.22
			<i>Notes: Two General Education Paraprofessionals Benefits Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	1661 - Carter G. Woodson Elem. School	UniSIG		\$11,909.84
			<i>Notes: Two General Education Paraprofessionals Benefits Group Health at 45.01%</i>			
	5100	232-Life Insurance	1661 - Carter G. Woodson Elem. School	UniSIG		\$15.88
			<i>Notes: Two General Education Paraprofessionals Benefits Life Insurance at .06%</i>			

	5100	240-Workers Compensation	1661 - Carter G. Woodson Elem. School	UniSIG		\$248.73
			<i>Notes: Two General Education Paraprofessionals Benefits Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG		\$367.80
			<i>Notes: Two General Education Paraprofessionals Benefits Benefits Flex Medical at 1.39%</i>			
	5100	510-Supplies	1661 - Carter G. Woodson Elem. School	UniSIG		\$3,983.30
			<i>Notes: Scholastic paperback books - During our reading intervention period, students in grades 3rd-5th will have 25 additional minutes dedicated to a school wide specific reading strategy. Teachers will have 2 Scholastic books to use to teach the identified strategy. The books are based on the beginning Lexile band of their grade level. Each teacher group will receive a book beginning in September 2020 through April 2021. Students will be required to maintain a daily notebook/folder for their small intervention group.</i>			
	5900	510-Supplies	1661 - Carter G. Woodson Elem. School	UniSIG		\$21,417.90
			<i>Notes: LLI Kits - To support tutoring outside of the instructional day as well as supplies, we will need to purchase these items to be an added layer of support for students to master all grade level standards. The LLI Green Kit is for students in Grade 1, reading levels A-K and the LLI Blue Kit is for students in Grade 2, reading levels C-N. Both kits provide systematic intensive work in phonemic awareness, letters, and phonics. Students will be identified after initial baseline testing at the beginning of the school year.</i>			
	5100	510-Supplies	1661 - Carter G. Woodson Elem. School	UniSIG		\$1,874.88
			<i>Notes: Write Score 4th and 5th grade writing assessment packets 180 qty each grade level -</i>			
	5100	369-Technology-Related Rentals	1661 - Carter G. Woodson Elem. School	UniSIG		\$168.00
			<i>Notes: Write Score online access - Write Score's Assessments for Learning is an educational supplementary material designed to improve scores on state testing, comprehensive study, and cognitive thinking skills for student's grades 4th-5th. Our 4th and 5th grade teachers will receive lesson plan sets aligned to state standards and written in the Gradual Release Model. As well as engaging Power Points, Teacher's Editions, and Student Handouts, Teacher Reference Guides, and assessment-specific student exemplars (where applicable). Additionally, Write Score will provide various instructional videos and professional development tools designed to improve literacy performance</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$69,627.83
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	1661 - Carter G. Woodson Elem. School	UniSIG	0.5	\$36,937.04
			<i>Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -Support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote</i>			

			<i>a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery.</i>			
	7300	210-Retirement	1661 - Carter G. Woodson Elem. School	UniSIG		\$3,693.73
			<i>Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%</i>			
	7300	220-Social Security	1661 - Carter G. Woodson Elem. School	UniSIG		\$2,825.70
			<i>Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%</i>			
	7300	231-Health and Hospitalization	1661 - Carter G. Woodson Elem. School	UniSIG		\$6,478.80
			<i>Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%</i>			
	7300	232-Life Insurance	1661 - Carter G. Woodson Elem. School	UniSIG		\$7.39
			<i>Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%</i>			
	7300	240-Workers Compensation	1661 - Carter G. Woodson Elem. School	UniSIG		\$347.21
			<i>Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%</i>			
	7300	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG		\$199.46
			<i>Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%</i>			
	6400	310-Professional and Technical Services	1661 - Carter G. Woodson Elem. School	UniSIG		\$3,000.00
			<i>Notes: Mary Ann Clark PD - Provide professional development in the area of literacy with a focus on differentiating instruction in a small group setting with The Fountas & Pinnell Leveled Literacy Intervention (LLI) as a supplementary intervention for students who find reading and writing difficult and FPC Guided Reading for students reading at a similar ability level. This professional development will occur during teacher's common planning, with an extension of in-class demonstrations. All grade level teachers will participate.</i>			
	6400	120-Classroom Teachers	1661 - Carter G. Woodson Elem. School	UniSIG		\$13,440.00
			<i>Notes: Professional development (560 hours, \$24 per hour) - To further expand our school's existing professional development strategies, we would like to provide professional learning opportunities outside of the normal work hours @ \$24 per hour + benefits for 2 hours with 9 teachers. Teachers to include are 3rd grade ELA, 3rd Grade Math, 4th Grade ELA, 4th Grade Math, 5th Grade ELA, 5th Grade Math and 5th Grade Science. The reading and math coach will facilitate these planning sessions for the teachers.</i>			
	6400	210-Retirement	1661 - Carter G. Woodson Elem. School	UniSIG		\$1,344.00
			<i>Notes: Professional development Benefits Retirement at 10.00%</i>			
	6400	220-Social Security	1661 - Carter G. Woodson Elem. School	UniSIG		\$1,028.16
			<i>Notes: Professional development Benefits Social Security at 7.65%</i>			
	6400	240-Workers Compensation	1661 - Carter G. Woodson Elem. School	UniSIG		\$126.34
			<i>Notes: Professional development Benefits Workers Compensation at .94%</i>			
	7300	330-Travel	1661 - Carter G. Woodson Elem. School	UniSIG		\$200.00

	<i>Notes: In county travel for Supplemental Assistant Principal</i>	
	Total:	\$180,975.00