James Elementary School

2020-21 Schoolwide Improvement Plan

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James Elementary School

4302 E ELLICOTT ST, Tampa, FL 33610

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Demographics

Principal: Louis Murphy

Start Date for this Principal: 6/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: F (22%) 2017-18: F (29%) 2016-17: D (39%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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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James Elementary School

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4302 E ELLICOTT ST, Tampa, FL 33610

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Clemmie Ross James Academy will provide a safe nurturing environment that will instill social skills and academic excellence.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Clemmie Ross James Academy will empower today's students to become tomorrow's leaders.

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
Bennett, Nicole	Principal	The principal is responsible for the overall direction of the school, including academic excellence and overall positive school climate. This includes progress monitoring, supervising content coaches and the overall curriculum, and successful implementation of behavior systems.

Demographic Information

Principal start date
Monday 6/15/2020, Louis Murphy

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.*
2

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.*
3

Total number of teacher positions allocated to the school
46

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
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School Grades History	2018-19: F (22%) 2017-18: F (29%) 2016-17: D (39%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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](#).	

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	57	68	69	77	81	51	0	0	0	0	0	0	0	403
Attendance below 90 percent	18	29	21	23	31	18	0	0	0	0	0	0	0	140
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	17	24	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	0	13	21	0	0	0	0	0	0	0	34

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	1	0	0	0	0	0	0	0	1

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	5	12	2	17	16	2	0	0	0	0	0	0	0	54
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

Thursday 10/29/2020

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	

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	17%	52%	57%	28%	52%	55%
ELA Learning Gains	30%	55%	58%	39%	55%	57%
ELA Lowest 25th Percentile	41%	50%	53%	44%	51%	52%
Math Achievement	14%	54%	63%	28%	53%	61%
Math Learning Gains	14%	57%	62%	45%	54%	61%
Math Lowest 25th Percentile	22%	46%	51%	70%	46%	51%
Science Achievement	16%	50%	53%	18%	48%	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	9%	52%	-43%	58%	-49%
	2018	21%	53%	-32%	57%	-36%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	13%	55%	-42%	58%	-45%
	2018	27%	55%	-28%	56%	-29%
Same Grade Comparison		-14%				
Cohort Comparison		-8%				
05	2019	20%	54%	-34%	56%	-36%
	2018	17%	51%	-34%	55%	-38%
Same Grade Comparison		3%				
Cohort Comparison		-7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	14%	54%	-40%	62%	-48%
	2018	22%	55%	-33%	62%	-40%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	11%	57%	-46%	64%	-53%
	2018	35%	57%	-22%	62%	-27%
Same Grade Comparison		-24%				
Cohort Comparison		-11%				
05	2019	5%	54%	-49%	60%	-55%
	2018	18%	54%	-36%	61%	-43%
Same Grade Comparison		-13%				
Cohort Comparison		-30%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	11%	51%	-40%	53%	-42%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	16%	52%	-36%	55%	-39%
Same Grade Comparison	-5%					
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	22	33	29	22	30	27	25				
ELL	6	23		10	14						
BLK	16	28	43	13	14	23	12				
HSP	23	30		18	13		30				
WHT	10			30							
FRL	17	30	41	14	14	22	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	15	31	27	20	38	24	27				
ELL	28	36		12	53						
BLK	23	36	40	24	35	32	14				
HSP	33	25		39	46		33				
FRL	24	33	35	27	36	33	18				

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	7			11							
ELL	40	47		35	60						
BLK	24	36	45	26	43	67	17				
HSP	44	55		42	59		20				
FRL	28	39	44	28	46	72	18				

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	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	201
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	28
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1

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 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	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
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.

Math proficiency 14% and math gains 14%; teachers understanding of the content, lack of consistent small groups and planning with integration of standards

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

Math gains went from 36% to 14%, lack of knowing strategies and integration of standards

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.

Math compared to the state average at 3rd, 4th & 5th grade was significantly below, lack of strategies, integration of standards

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

5th grade ELA showed minimal growth from 17% to 20%; targeted small group support; preliminary data also shows increases in ELA Gains & BQ data

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

Student Behaviors and a consistent system of support

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

1. attendance 73%
2. behavior referrals 283 to 189
3. math gains 14% & BQ 22%
4. ELA
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Math gains and BQ were significantly below the district and state average. Planning and data disaggregation are key, teachers understanding how to integrate standards and what strategies to use would help promote math instruction. Structures within the math PLCs are critical to determine next steps for teachers and students. It also offers the opportunities to engage in conversations about best practice, resources and strategies
Measurable Outcome:	Increase Math Gains from 14% to 45% Increase Math BQ Gains from 22% to 45% Based on learning walks we want to see 80% of math teachers putting students in small groups with tasks that are aligned to the standard by the end of the 1st nine weeks
Person responsible for monitoring outcome:	Nicole Bennett (nicole.bennett@hcps.net)
Evidence-based Strategy:	Continue use of monthly common assessments with fidelity Learning walks based on small group instruction & integration of standards Monitor IReady usage and passage rate
Rationale for Evidence-based Strategy:	Increase engagement by showing visual representation of mathematics

Action Steps to Implement

Monitoring of IReady usage and passage rates
Monitoring data from common assessments to address what standards will be addressed
Intentional, targeted groups of students
Restructuring planning and PLCs so teachers walk away with next steps

Person Responsible	Nicole Bennett (nicole.bennett@hcps.net)

#2. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Discipline data reflects a decrease in referrals from 283 to 189, this number is still significantly high. This impacts instruction, also ISS 10 and OSS 97%. There is a need for a program that will help improve behaviors and provide incentives for behaviors
Measurable Outcome:	Decrease the number of referrals from 189 to 94 and increase attendance percentage from 73% to 85%
Person responsible for monitoring outcome:	Nicole Bennett (nicole.bennett@hcps.net)
Evidence-based Strategy:	Monthly PBIS Fidelity walks to monitor implementation In PSLT & PLC we will check behavior tracker data to determine trends in behavior to decrease the percentage in referrals Develop an attendance incentive program for students that rewards for daily, weekly & monthly attendance Implement PBIS Rewards and provide PD
Rationale for Evidence-based Strategy:	Help decrease behaviors and promotes positive intercations between students & staff

Action Steps to Implement

Provide Refresh PD on PBIS & CHAMPS
Provide PD on PBIS Rewards
Provide monthly behavior data to staff which includes behavior tracker data, referrals etc.
Book study on Closing the Attitude Gap

Person Responsible	Nicole Bennett (nicole.bennett@hcps.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA instruction showed learning gains & growth in the BQ but 3rd grade proficiency dropped from 21% to 9% compared to the state -49%
Measurable Outcome:	Increase 3rd grade ELA proficiency from 9% to 25% IReady Diagnostic 1 to Diagnostic 3 data increase
Person responsible for monitoring outcome:	Nicole Bennett (nicole.bennett@hcps.net)
Evidence-based Strategy:	Increase ELA teachers practice with standards aligned instruction Based on learning walks 80% of ELA teachers will provide students with standards aligned tasks to increase proficiency at 3rd grade
Rationale for Evidence-based Strategy:	Use of Jennifer Servallo's Reading Strategies book will support teachers and provide resources which provides teachers with multiple strategies to increase student understanding of reading and also will help guide teachers in planning for instructiion

Action Steps to Implement

Training on using Achieve 3000 to extend ELA instruction
Continue to focus on standards based planning with a text first approach
Use and provide teachers with PD on Servallo's Reading Strategies book

Person Responsible	Nicole Bennett (nicole.bennett@hcps.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	6 ESSA subgroups fell below 41% this includes African American, Economically Disadvantaged, White, Hispanic, Students with Disabilities, and English Language Learners. This is the makeup of our student population and has a direct impact on schoolwide data
Measurable Outcome:	Increase ESSA subgroup percentages to the following: African American increase from 23% to 41% Hispanic increase from 28% to 41% White increase from 20% to 41% Economically Disadvantaged increase from 25% to 41% Students with Disabilities increase from 27% to 41% English Language Learners increase from 20% to 41% Based on learning walks we want to see 80% of teachers putting students in small groups with tasks that are aligned to the standard by the end of the 1st nine weeks
Person responsible for monitoring outcome:	Nicole Bennett (nicole.bennett@hcps.net)
Evidence-based Strategy:	Create IReady subgroups to progress monitor usage and passage rates and review data monthly Increase teacher understanding of small group instruction both within math and ELA blocks Adjusting IReady lessons to meet the needs of individual students
Rationale for Evidence-based Strategy:	IReady is a research based program that can be utilized to set up specific groups in order to progress monitor based on Diagnostic assessments, usage rates (45 minutes weekly) and passage rates of 70% or higher on lessons

Action Steps to Implement

Monitoring of IReady usage and passage rates
Monitoring data from common assessments to address what standards will be addressed
Intentional, targeted groups of students
Restructuring planning and PLCs so teachers walk away with next steps to guide support for subgroups of students
Providing PD on IReady Toolbox

Person Responsible	Jeffrey Cooley (jeffrey.cooley@hcps.net)

Additional Schoolwide Improvement Priorities

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

Attendance needs are addressed with discipline

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.

Utilizing our parent liaison & community partners to help bridge the gap between school and stakeholders will help to provide a supportive and fulfilling environment, where we continue to meet the needs of students and build meaningful relationships.

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: Instructional Practice: Math				$234,368.94
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	4747 - James Elementary School	UniSIG		$15,050.00
		Notes: Technology IXL Math, ELA and science 19.00 per student x 450= 8,550 Brainpop subscription $2500 schoolwide Nearpod Subscription K-5 $4000				
	5100	120-Classroom Teachers	4747 - James Elementary School	UniSIG	1.0	$48,949.87
		Notes: Salary Math Resource Teacher (McDaniel)- Utilized to work with teachers for planning and PLC on standards based instruction Ariel McDaniel Kaitlyn Incremona				
	5100	150-Aides	4747 - James Elementary School	UniSIG	1.0	$17,013.50
		Notes: Salary Parent Liaison-Erika Bennett- help support and bridge the connection between stakeholders, parents and staff				
	5100	120-Classroom Teachers	4747 - James Elementary School	UniSIG	1.0	$72,019.03
		Notes: Salary Math Resource Teacher (Richards Stewart)- Utilized to work with teachers for planning and PLC on standards based instruction Ariel McDaniel Kaitlyn Incremona				
	5100	210-Retirement	4747 - James Elementary School	UniSIG	1.0	$4,281.34
		Notes: Math Resource Teacher (McDaniel)- Retirement 8.47%Math coach 1 will faciliate planning sessions that support the development of standards based teaching and learning. She will lead teachers in groups K-2. Math coach 2 will faciliated planning sessions that support the development of standards based teaching and learning in grades 3rd to 5th. Both				

			will support their assigned teachers with coaching cycles and supports as needed based on student data and assigned next steps.			
	5100	210-Retirement	4747 - James Elementary School	UniSIG	1.0	$6,299.06
			Notes: Math Resource Teacher (Richards Stewart)- Retirement 8.47%			
	5100	220-Social Security	4747 - James Elementary School	UniSIG	1.0	$3,133.92
			Notes: Math Resource Teacher (McDaniel)- FICA 6.2%			
	5100	220-Social Security	4747 - James Elementary School	UniSIG	1.0	$4,610.88
			Notes: Math Resource Teacher (Richards Stewart) FICA 6.2%			
	5100	220-Social Security	4747 - James Elementary School	UniSIG	1.0	$732.93
			Notes: Math Resource Teacher (McDaniel)- Medicare 1.45%			
	5100	220-Social Security	4747 - James Elementary School	UniSIG	1.0	$1,078.35
			Notes: Math Resource Teacher (Richards Stewart) Medicare 1.45%			
	5100	240-Workers Compensation	4747 - James Elementary School	UniSIG	1.0	$257.79
			Notes: Math Resource Teacher (McDaniel)- Workers Comp .51%			
	5100	240-Workers Compensation	4747 - James Elementary School	UniSIG	1.0	$379.28
			Notes: Math Resource Teacher (Richards Stewart)- Workers Comp .51%			
	5100	231-Health and Hospitalization	4747 - James Elementary School	UniSIG	1.0	$8,946.85
			Notes: Math Resource Teacher (McDaniel)- Health Ins 17.70%			
	5100	231-Health and Hospitalization	4747 - James Elementary School	UniSIG	1.0	$13,163.33
			Notes: Math Resource Teacher (Richards Stewart)- Health Ins 17.70%			
	5100	210-Retirement	4747 - James Elementary School	UniSIG	1.0	$1,488.07
			Notes: Parent Liaison-Erika Bennett- Retirement 8.47%help support and bridge the connection between stakeholders, parents and staff			
	5100	220-Social Security	4747 - James Elementary School	UniSIG	1.0	$1,089.26
			Notes: Parent Liaison-Erika Bennett- FICA 6.2%help support and bridge the connection between stakeholders, parents and staff			
	5100	220-Social Security	4747 - James Elementary School	UniSIG	1.0	$254.75
			Notes: Parent Liaison-Erika Bennett- Medicare 1.45%help support and bridge the connection between stakeholders, parents and staff			
	5100	240-Workers Compensation	4747 - James Elementary School	UniSIG	1.0	$89.60
			Notes: Parent Liaison-Erika Bennett- Workers Comp .51%help support and bridge the connection between stakeholders, parents and staff			

	5100	231-Health and Hospitalization	4747 - James Elementary School	UniSIG	1.0	$3,109.66
			Notes: Parent Liaison-Erika Bennett- Health Ins 17.7%help support and bridge the connection between stakeholders, parents and staff			
	7300	110-Administrators	4747 - James Elementary School	UniSIG		$2,405.94
			Notes: Salary Jeffrey Cooley Utilized to help with strategic planning and professional development, also preparation and disaggregation of data to create plans for implementation during preplanning 10 days x10hrs @ $34.63 hourly			
	5100	120-Classroom Teachers	4747 - James Elementary School	UniSIG		$14,755.25
			Notes: Stem Academy STEM Saturday School will provide 75 students opportunities for enrichment using hands on activities such as Legos, Break Out EDU, and Robotics. 8 teachers at $27/hour for 4 hours/session for a total of 15 weeks.			
	5100	120-Classroom Teachers	4747 - James Elementary School	UniSIG		$13,609.19
			Notes: ELP After School tutoring will be offered starting in September to 150 targeted students in grades 3-5 that have gaps in Reading, Math, and Science. 10 teachers at $27/ hour for 1hour/week. After school tutoring will be offered starting in September to targeted 150 students in grades K-2 to help close gaps in Reading using the program Story Champs. 10 teachers at $27/ hour for 1 hour/week.			
	5100	510-Supplies	4747 - James Elementary School	UniSIG		$1,651.09
			Notes: copy paper, pens, markers, staples, staplers, notebooks, tablets, pencils, erasers, post-its, notebook paper, chart paper, and dividers to support teachers and their students.			
2	**III.A.**	**Areas of Focus: Culture & Environment: Discipline**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			4747 - James Elementary School			$0.00
			Notes: Variquest Perfecta Series Poster maker, will help with creating school wide posters to promote PBIS/Champs and other school wide initiatives $4895 package Lawson #2928631 VARPT2400Plus Vendor 41089			
			4747 - James Elementary School			$0.00
			Notes: GBC HeatSeal® Ultima® 65 EZLoad Ready Laminator $1350			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
					Total:	**$241,775.00**