

St. Johns County School District

James A. Webster Elementary School



2020-21 Schoolwide Improvement Plan

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James A. Webster Elementary School

420 N ORANGE ST, St Augustine, FL 32084

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

Demographics

Principal: Bethany Groves

Start Date for this Principal: 7/1/2017

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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: C (47%) 2016-17: B (54%) 2015-16: D (40%)
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 St. Johns 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 A. Webster Elementary School

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

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

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

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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.

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

Provide the school's vision statement.

Webster Elementary School works in partnership with families and the community to develop knowledge, social-emotional skills, and ethical, compassionate character through enriched learning activities and creative expression through the arts. Together, all partners strive to remove barriers to learning so all students can experience success in a thriving community where the school serves as its center with positive and supportive links to the wider community.

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

Name	Title	Job Duties and Responsibilities
		improvement process. She also serves as an LEA for ESE staffings as well as serves as the Leader of the Literacy Committee. She supports the Curriculum Resource Teacher and the Principal in maintaining a current database of progress monitoring data for Lowest Quartile and subgroup students.
	Other	Mrs. Coates models Literacy Instruction for teachers. She participates in PLCs and provides trainings on reading and literacy strategies. Mrs. Coates oversees the intervention room and coordinates those activities for grades K - 2. She oversees the training required for new resources and supports teachers in the unpacking of literacy standards and planning reading instruction. She provides literacy interventions for Lowest Quartile students and is the point person for the coordination of collecting and inputting progress monitoring data on the Lowest Quartile and subgroup students. She also oversees the after-school tutoring program for the Lowest Quartile.
Burney, Raleigh	Instructional Coach	Mr. Burney models math instruction for teachers. He participates in PLCs and provides trainings on math strategies. He is the primary support of the new math curriculum. He supports teachers in unpacking math standards and monitoring the progress of math students. He provides small group interventions in math for Lowest Quartile students with a primary focus of 5th grades.

Demographic Information

Principal start date

Saturday 7/1/2017, Bethany Groves

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

33

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
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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Year	
Support Tier	
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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	82	70	68	76	67	72	0	0	0	0	0	0	0	435
Attendance below 90 percent	12	5	6	6	2	9	0	0	0	0	0	0	0	40
One or more suspensions	4	2	0	4	3	4	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	7	8	11	0	0	0	0	0	0	0	26
Course failure in Math	0	0	0	4	8	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	7	9	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	5	10	18	0	0	0	0	0	0	0	33

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	2	2	2	11	9	19	0	0	0	0	0	0	0	45

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 6/25/2020

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	72	73	71	70	76	66	0	0	0	0	0	0	0	428
Attendance below 90 percent	13	16	11	8	9	9	0	0	0	0	0	0	0	66
One or more suspensions	6	7	9	6	15	7	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	14	7	18	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	5	19	22	0	0	0	0	0	0	0	46

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

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

The number of students identified as retainees:

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

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	72	73	71	70	76	66	0	0	0	0	0	0	0	428
Attendance below 90 percent	13	16	11	8	9	9	0	0	0	0	0	0	0	66
One or more suspensions	6	7	9	6	15	7	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	14	7	18	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	5	19	22	0	0	0	0	0	0	0	46

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	75%	57%	53%	74%	55%
ELA Learning Gains	44%	67%	58%	60%	64%	57%
ELA Lowest 25th Percentile	39%	59%	53%	63%	52%	52%
Math Achievement	49%	77%	63%	51%	75%	61%
Math Learning Gains	40%	69%	62%	57%	69%	61%
Math Lowest 25th Percentile	21%	59%	51%	42%	60%	51%
Science Achievement	43%	72%	53%	49%	69%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	46%	78%	-32%	58%	-12%
	2018	39%	78%	-39%	57%	-18%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	35%	77%	-42%	58%	-23%
	2018	35%	74%	-39%	56%	-21%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2019	34%	76%	-42%	56%	-22%
	2018	39%	73%	-34%	55%	-16%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	82%	-25%	62%	-5%
	2018	59%	80%	-21%	62%	-3%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	47%	82%	-35%	64%	-17%
	2018	53%	83%	-30%	62%	-9%
Same Grade Comparison		-6%				
Cohort Comparison		-12%				
05	2019	34%	80%	-46%	60%	-26%
	2018	49%	79%	-30%	61%	-12%
Same Grade Comparison		-15%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	73%	-36%	53%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	46%	73%	-27%	55%	-9%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	38	44	30	29	17	33				
BLK	29	35	29	36	35	22	16				
HSP	40			40							
WHT	46	50	47	53	43	21	58				
FRL	34	37	35	47	38	19	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	33	37	32	44	52	27				
BLK	26	38	44	40	28	29	17				
HSP	43	60		57	80						
WHT	43	40	44	62	67	68	57				
FRL	37	37	37	52	50	46	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	45	50	25	37	21	30				
BLK	36	51	69	36	46	50	24				
HSP	47	70		40	30						
WHT	58	61	65	56	63	40	57				
FRL	46	55	65	45	53	39	40				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	29
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

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	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 learning gains of the lowest quartile was only 21% Contributing factors are: 1) 3 classrooms of EBD students were added which made to the school. These students with high disabilities and learning needs became about 30% of our lowest quartile. 2) 2 teachers new to either 5th grade and/or Webster struggled greatly with math instruction despite school and district support.

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

Math learning gains of the lowest quartile fell 32% points from school year ending '18 to school year '19. In addition to the two above concerns mentioned in a., lowest quartile students were not monitored as closely as needed based on the math 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 learning gains of the lowest quartile was 30% below the state average due to the concerns listed above in a, and b.

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

ELA proficiency and ELA learning gains showed slight improvements of 2% in each category. This is due to clarification in reading expectations school wide, an emphasis on clarifying standards, as well as uniform use of curriculum.

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

Our 5th grade students have a high number of students who are failing ELA or Math as well as scoring Level 1's.

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

1. Lowest Quartile MATH
2. Lowest Quartile ELA
3. Proficiency in MATH
4. Proficiency in ELA
5. Continued improvement of PBIS/school culture and continued reduction of ISS/OSS

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our spring 2019 assessment results demonstrate a need for increased monitoring of our students in math, particularly our lowest quartile. Our data shows that our lowest quartile in math had only 21% math learning gains. The overall math achievement data was 49% and learning gains as 40%. Furthermore our 4th grade fell 6% from 2018 by going from 53% to 47% proficiency and 5th grade fell 15% from 49% in 2018 to 34% in 2019.

Measurable Outcome: On the 2021 Math FSA, the lowest quartile will increase from 21% to 50%.
On the 2021 Math FSA, the overall school FSA Math achievement will increase from 49% to 60%.
On the 2021 Math FSA, the Math learning gains will increase from 40% to 50%.
The increase in Math learning gains, FSA Math achievement and the lowest quartile in math will increase the FPPI (ESSA) subgroups to 41% or higher.

Person responsible for monitoring outcome: Raleigh Burney (raleigh.burney@stjohns.k12.fl.us)

Evidence-based Strategy: Small group, targeted, explicit, and systematic remediation will occur based on student progress monitoring with the use of district approved math curriculum.

Rationale for Evidence-based Strategy: The above strategy will be used to increase learning gains of all students and specifically the lowest quartile.

Action Steps to Implement

1. Fund a Math Instructional Coach who will observe teachers and provide feedback, facilitate discussion and planning around standards, support teachers with assessments around standards, support monitoring those standards, oversee organizing student small groups and provide small group instruction to the 5th grade lowest quartile students.

Person Responsible: Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Analyze school data by school administrative team on a monthly basis to monitor student progress and provide feedback to grade level teams.

Person Responsible: Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Teachers will meet in PLCs to discuss math standards, plan, analyze student data on formative and summative assessments and to develop small groups for intervention.

Person Responsible: Raleigh Burney (raleigh.burney@stjohns.k12.fl.us)

The Webster Administrative Team and the AIS Department will conduct quarterly collaborative analytic meetings.

Person Responsible: Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Implement a small group intervention time for every student at each grade level for math targeted small group intervention at least twice a week.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our spring 2019 assessment results show that we need to track data and focus on the growth of our students in ELA. Our data shows that while both achievement and learning gains increased 2% overall, achievement was still only at 41% and learning gains were only at 44%. Our lowest quartile also went from 43% in 2018 to 39% in 2019 for a 4% decrease.

Measurable Outcome: On the 2021 FSA for ELA, the lowest quartile will improve from 39% to 50%.
On the 2021 FSA for ELA, the overall school ELA achievement will increase from 41% to 50%.
On the 2021 FSA for ELA, the overall ELA learning gains will increase from 44% to 50%.

Person responsible for monitoring outcome: Rob Hall (rob.hall@stjohns.k12.fl.us)

Evidence-based Strategy: Students will receive targeted small group interventions (SIPPS, SIPPS Plus and SIPPS extension) as indicated by their reading placement test and/or other targeted reading interventions to support both phonetic and comprehension.

Rationale for Evidence-based Strategy: Focusing on small group interventions should allow all students to make learning gains, especially the lowest quartile.

Action Steps to Implement

Fund a Curriculum Resource Teacher to support teacher understanding of reading and standards with a focus on K - 2nd, to oversee the implementation of targeted interventions, to support teachers in PLCs as they focus on common assessments and interventions, and provide interventions to the lowest quartile in 3rd grade.

Person Responsible: Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Analyze school data by school administration on a monthly basis to monitor student progress

Person Responsible: Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Teachers will meet in PLCs to discuss ELA standards, plan, analyze student data on formative and summative assessments and to develop small groups for intervention.

Person Responsible: Rob Hall (rob.hall@stjohns.k12.fl.us)

The Webster administrative team and the AIS department will conduct quarterly collaborative analytic meetings.

Person Responsible: Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Implement a small group intervention time for every student at every grade level for ELA targeted small group interventions at least two times a week and hire a literacy interventionist to work full time with small groups.

Person Responsible: Bethany Groves (bethany.groves@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Between 2019 and 2020 we saw a reduction of the number of students who had at least 1 suspension go down from 50 students to 17. We believe this was based on our reimplementation of PBIS as well as a new behavior specialist who provided more SEL and behavioral support to students. We want to see this focus on PBIS and positive SEL and behavior management skills continue to develop in order to support healthy behavior in our students and increase instructional time.

Measurable Outcome: As measured by the Early Warning Systems for the end of 2021, we want to see the number of students with at least 1 suspension reduced from 17 to 15 students.

Person responsible for monitoring outcome: Gene Bennett (gene.bennett@stjohns.k12.fl.us)

Evidence-based Strategy: Webster will implement PBIS strategies in a more cohesive manner school-wide as well as provide behavior training for students who indicate trouble making healthy emotional choices.

Rationale for Evidence-based Strategy: By focusing on the consistent, school-wide implementation of this system, students should be motivated and empowered to make positive choices that support emotional, social and academic growth.

Action Steps to Implement

Webster staff will receive training in Conscious Discipline and will begin to implement practices school-wide to support students.

Person Responsible Gene Bennett (gene.bennett@stjohns.k12.fl.us)

The Webster faculty will received training in PBIS and regularly meet at least once a quarter to discuss and clarify any aspects of the program school-wide.

Person Responsible Gene Bennett (gene.bennett@stjohns.k12.fl.us)

Quarterly incentives will be provided to students as a part of PBIS to support their positive choices.

Person Responsible Gene Bennett (gene.bennett@stjohns.k12.fl.us)

Additional training will be provided to parents and staff with support of the district, if needed, to equip all adults that interact with our students in strategies to positivel manner emotions and make choices that promote healthy learning and well-being.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus The majority of our Lowest quartile students are ESE students. Our bottom quartile students and ESE students continue to struggle to reach proficiency or make a learning gain. In the 2019 FSA test they performed at an overall 30%.

Measurable Outcome: On the 2021 FSA, our students with disabilities in ELA will improve from 17% proficiency to 41%, learning gains will improve from 38% to 41%, and bottom quartile remain at 44% or higher.

On the 2021 FSA, our students with disabilities in Math will improve from 30% proficiency to 41%, learning gains will improve from 29% to 41% and bottom quartile will improve from 17% learning gains to 41%.

Person responsible for monitoring outcome: Bonnie Curran (bonnie.curran@stjohns.k12.fl.us)

Evidence-based Strategy: Our students will receive targeted, small group interventions that are differentiated according to their needs based on data.

Rationale for Evidence-based Strategy: The above strategy will be used to increase the students with disabilities proficiency, learning gains and the lowest quartile of learning gains for ELA and Math.

Action Steps to Implement

Students with disabilities will receive a review by the MTSS and/or ESE team with their classroom teacher to review their IEPs and make sure their goals are clearly connected to standards in which data indicates a deficit and that services are appropriately matched to meet their needs.

Person Responsible Rachelle Spencer (rachelle.spencer@stjohns.k12.fl.us)

Students with disabilities will receive targeted ELA instruction focused on their need for specific phonics and/or comprehension progress supported by an interventionist and/or ESE teacher.

Person Responsible Rachelle Spencer (rachelle.spencer@stjohns.k12.fl.us)

Students with disabilities will receive targeted math instruction focused on their need for specific phonics and/or comprehension progress supported by an interventionist, coach and/or ESE teacher.

Person Responsible Raleigh Burney (raleigh.burney@stjohns.k12.fl.us)

Students with disabilities will host data chats with their parents and supported by ESE staff to help increase awareness of parents and students of their progress and self-efficacy.

Person Responsible Rachelle Spencer (rachelle.spencer@stjohns.k12.fl.us)

Administrative team will meet with ESE monthly to review progress monitoring data of students with disabilities in order to make adjustments as needed to increase student response to interventions.

Person Responsible Gene Bennett (gene.bennett@stjohns.k12.fl.us)

Administration will provide professional development for appropriate staff in cooperation with the district ESE department, district CAST team and Title 1 academic support teams as needed.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

#5. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Our 2019 FSA results indicated that our African-American students only scored at a level of 29% overall and are in need of deliberate interventions and targeted interventions.

Measurable Outcome: On the 2021 FSA, our African American students will increase from 29% to 41% in ELA proficiency, from 35% to 41% in ELA learning gains and the bottom quartile increase from 29% to 41% in ELA learning gains.

On the 2021 FSA, our African-American students will increase from 36% to 41% in Math proficiency, from 35% to 41% in math learning gains, and the bottom quartile will increase from 22%Q to 41% in Math learning gains.

Person responsible for monitoring outcome: Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Evidence-based Strategy: Our African-American students will receive targeted, small group interventions in ELA and Math in order to make adequate progress of over 41% for all areas of ELA and math.

Rationale for Evidence-based Strategy: The above strategies will be used to increase the academic proficiency and learning gains in ELA and Math for African-American students.

Action Steps to Implement

Our African-American students will receive targeted ELA small group interventions focused on their need for specific phonics and/or comprehension skills in order to increase reading levels and proficiency.

Person Responsible Tina Motley (tina.motley@stjohns.k12.fl.us)

Our African-American students will receive targeted Math small group interventions based on data and need of standards yet to master.

Person Responsible Raleigh Burney (raleigh.burney@stjohns.k12.fl.us)

The Webster Administration team will conduct monthly data meetings with MTSS to review progress on this subgroup and make adjustments as needed.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

The administration team at Webster will coordinate Professional Development for staff targeted at Conscious Discipline and other strategies that meet the needs of this specific subgroup with the support of district staff.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Administration will meet with parents of students in this subgroup in order to engage in two-way conversation with the purpose of increasing trust, cooperation and a flow of information back and forth that will support a unified approach to academic progress.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

#6. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: Our spring 2019 FSA assessment results indicate the need to track data and improve the growth of our students who are economically disadvantaged. Overall, this group scored at an overall 36%.

Measurable Outcome: On the 2021 FSA, our economically disadvantaged students will increase from from 34% to 41% in ELA achievement, from 37% to 41% in ELA learning gains, and the bottom quartile will increase from 35% to 41% in ELA learning gains.

On the 2021 FSA, our economically disadvantaged students will maintain at least a 47% in math proficiency, increase math learning gains from 38% to 41% and the bottom quartile increase from 19% to 41% learning gains.

Person responsible for monitoring outcome: Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Evidence-based Strategy: Our economically disadvantaged students will receive small group, targeted interventions in ELA and math based on their demonstrated areas of need based on data and standards.

Rationale for Evidence-based Strategy: The above strategy will be used to increase the proficiency and learning gains of our economically disadvantaged students.

Action Steps to Implement

Economically disadvantaged students will receive targeted, small group interventions in ELA that focus specifically on their need for phonics and/or comprehension.

Person Responsible Tina Motley (tina.motley@stjohns.k12.fl.us)

Our economically disadvantaged students will receive targeted, small group interventions in math that focus on standards that are not yet mastered based on current data and progress monitoring.

Person Responsible Raleigh Burney (raleigh.burney@stjohns.k12.fl.us)

The Webster administrative team will meet monthly to review data with MTSS team and make adjustments to interventions and groups as needed based on the data.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

#7. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:	Our 2019 data indicated that our Hispanic subgroup had not yet reached the 41% mark. They scored overall at a 40%.
Measurable Outcome:	On the 2021 FSA, our Hispanic subgroup of students will increase in both ELA and Math proficiency from 40% to 41%.
Person responsible for monitoring outcome:	Bethany Groves (bethany.groves@stjohns.k12.fl.us)
Evidence-based Strategy:	This group will receive targeted small group interventions in ELA and math as needed to support deficits as indicated by the data with an emphasis on language support and development.
Rationale for Evidence-based Strategy:	The above strategies will be used to increase the Hispanic students and their proficiency in both ELA and math.

Action Steps to Implement

A parent group will be established by the principal and Hispanic staff members from the Community Partnership School to assist families in understanding and supporting their children in their academic learning, as well as providing community resources and support for families to help them acclimate and thrive.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Students will receive targeted ELA small group interventions to support phonics, comprehension, and/or language skills as needed and indicated by the current progress monitoring.

Person Responsible Tina Motley (tina.motley@stjohns.k12.fl.us)

Students will receive targeted math small group interventions to support mastery of standards based on current progress monitoring.

Person Responsible Raleigh Burney (raleigh.burney@stjohns.k12.fl.us)

Administrative team will meet monthly to examine subgroup data and discuss any adjustments that need to be made to support learning.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Administrative team will work with district ELL representatives and ESE staff to support any language issues or concerns with students in this subgroup.

Person Responsible Bethany Groves (bethany.groves@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

All of the 5 priorities are covered in the area of focus above.

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.

Webster offers and encourages regular opportunities for parents and families to engage with school. Low stress access events like Orientation, Open House, Fall Festival, Spring celebrations, PTO, SAC meetings Family monthly evening activities. Webster also requires teachers to hold a conference with each family by the end of the first nine weeks in order to discuss academic progress, plans and needs. Webster also operates as a Community Partnership School. Therefore, we are a site that provides tele-health services, food and clothing along with other limited needs for housing, and extensive mental health and social support for both students, families and community members. We have employed a Parent Resource Staff Person and a Community Involvement Coordinator to assist in connecting parents and our community to assist in connecting needs to resources. This past year, 2019-2020, our PTO and SAC both saw an increase in both attendance and engagement. Once the COVID pandemic hit, we moved a few of those meetings online with increased response. Therefore, it is our intention for as long as the present conditions allow to offer blended opportunities for both in person and online attendance at those meetings to encourage engagement.

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				\$64,707.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0201 - James A. Webster Elementary School	UniSIG	1.0	\$46,038.43
			Notes: Math Coach			
	6400	210-Retirement	0201 - James A. Webster Elementary School	UniSIG		\$4,673.11
			Notes: Math Coach retirement			
	6400	220-Social Security	0201 - James A. Webster Elementary School	UniSIG		\$3,574.93

			<i>Notes: Math Coach social security</i>			
	6400	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG		\$10,070.55
			<i>Notes: Math Coach group insurance</i>			
	6400	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG		\$350.48
			<i>Notes: Math Coach Workmans Comp</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$129,330.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0201 - James A. Webster Elementary School	UniSIG	1.0	\$46,145.03
			<i>Notes: Reading Teacher</i>			
	5100	210-Retirement	0201 - James A. Webster Elementary School	UniSIG		\$4,614.50
			<i>Notes: Reading Teacher Retirement</i>			
	5100	220-Social Security	0201 - James A. Webster Elementary School	UniSIG		\$3,530.09
			<i>Notes: Reading Teacher Social Security</i>			
	5100	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG		\$9,944.25
			<i>Notes: Reading Teacher group insurance</i>			
	5100	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG		\$346.09
			<i>Notes: Reading Teacher workmans comp</i>			
	6300	130-Other Certified Instructional Personnel	0201 - James A. Webster Elementary School	UniSIG	1.0	\$46,118.25
			<i>Notes: Curriculum Resource Teacher</i>			
	6300	210-Retirement	0201 - James A. Webster Elementary School	UniSIG		\$4,611.83
			<i>Notes: Curriculum Resource Teacher Retirement</i>			
	6300	220-Social Security	0201 - James A. Webster Elementary School	UniSIG		\$3,528.05
			<i>Notes: Curriculum Resource Social Security</i>			
	6300	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG		\$345.89
			<i>Notes: Curriculum Resource Teacher Workmans Comp</i>			
	6300	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG		\$10,146.02
			<i>Notes: Curriculum Resource Teacher group insuran</i>			
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00

4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Hispanic	\$0.00
Total:			\$194,037.50