Lewis E. Wadsworth Elementary

2021-22 Schoolwide Improvement Plan

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Lewis E. Wadsworth Elementary

4550 BELLE TERRE PKWY, Palm Coast, FL 32164

www.flaglerschools.com

Demographics

Principal: Amy Neuenfeldt

Start Date for this Principal: 7/30/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2020-21 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (51%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Flagler 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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	63%

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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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SIP Authority

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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.

Mission: Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

District Guiding Principles:
Children First
Trust and Respect for All
Empower Others
Teamwork
Excellence, Quality, and Consistency
Commitment to Individual Needs
Get to "YES"

Provide the school's vision statement.

Vision: As a courageous, innovative leader in education, Flagler Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Parton, Mary Kate	Principal	-Provide leadership and coaching to empower critical thinkers, enthusiastic readers and ethical use of information. -Develop and build student rapport and model positive relationships with teachers and students. -Enhance the culture and climate of the school by focusing on the mission and vision. -Develop and implement a Student Services Team that provides links to community mental health resources and targeted support and intervention.
Terry, Fred	Assistant Principal	-Ensure safety and security of campus and students. -Supporting classroom management practices in the classroom. -Develop and implement a Student Services Team that provides links to community mental health resources and targeted support and intervention. -Monitor multi-tiered services of support for fidelity of implementation.
Ashman, Sarah	Assistant Principal	-Provide leadership and coaching to empower critical thinkers, enthusiastic readers and ethical use of information. -Develop and build student rapport and model positive relationships with teachers and students. -Guide instruction and curriculum planning and monitoring. -Oversee Title 1 programs and documentation.
Ossler, Tara	Instructional Coach	-Provide targeted instructional coaching with all teachers and a focus on new teachers in the the Florida Standards and school goals.
	Instructional Coach	-Provide targeted instructional coaching with all teachers and a focus on new teachers in the the Florida Standards and school goals.
Carroll, Jennifer	Other	-Provide targeted academic support and documentation through MTSS process. -Monitor and Intervene with Early Warning Systems. -Assist in the facilitation of student eligibility meetings.
Lloyd-Miller, Rashawnda	School Counselor	-Engage and interact with the school community in a positive manner. -Serve on the Student Services Support Team that provides links to community mental health resources and targeted support and intervention. -Provides focused small groups for students to assist with student social emotional needs.
Majewski, Katie	Dean	-Monitor and Intervene with Early Warning Systems. -Provide targeted behavior support through MTSS process. -Support behavior management practices in the classroom.

Name	Position Title	Job Duties and Responsibilities
Marino, Hayley	School Counselor	-Engage and interact with the school community in a positive manner. -Serve on the Student Services Support Team that provides links to community mental health resources and targeted support and intervention. -Provides focused small groups for students to assist with student social emotional needs.

Demographic Information

Principal start date

Friday 7/30/2021, Amy Neuenfeldt

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.*

8

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.*

5

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

927

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	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	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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

Date this data was collected or last updated
Sunday 9/26/2021

2020-21 - 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	87	116	100	131	111	121	136	0	0	0	0	0	0	802
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	16	7	15	11	16	17	0	0	0	0	0	0	82
Course failure in ELA	0	0	0	7	4	4	9	0	0	0	0	0	0	24
Course failure in Math	0	0	0	3	1	5	10	0	0	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	19	22	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	16	33	0	0	0	0	0	0	51

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	1	1	1	2	5	1	0	0	0	0	0	0	11

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	2	0	3	1	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	63%	57%	56%	58%	56%
ELA Learning Gains				61%	60%	58%	54%	54%	55%
ELA Lowest 25th Percentile				54%	53%	53%	38%	43%	48%
Math Achievement				61%	66%	63%	62%	65%	62%
Math Learning Gains				58%	62%	62%	57%	59%	59%
Math Lowest 25th Percentile				43%	49%	51%	43%	48%	47%
Science Achievement				48%	55%	53%	49%	56%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	63%	68%	-5%	58%	5%
Cohort Comparison						
04	2021					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison		-63%				
05	2021					
	2019	48%	58%	-10%	56%	-8%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	72%	0%	62%	10%
Cohort Comparison						
04	2021					
	2019	50%	60%	-10%	64%	-14%
Cohort Comparison		-72%				
05	2021					
	2019	44%	58%	-14%	60%	-16%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	53%	-8%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The i-Ready 2020 - 2021 Diagnostic Results report was used to compile the data for all students below. The Baseball Card Report in Performance Matters provided us with the specific data for our SWD/LEP students. There were no Science Quarterlies in 2020 - 2021 to pull data from.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	112/31%	117/44%	116/64%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	12/8%	12/33%	12/42%
	English Language Learners	7/29%	7/14%	7/43%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	112/23%	114/32%	115/63%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	12/17%	12/17%	12/33%
	English Language Learners	7/14%	7/0%	7/14%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	102/46%	104/45%	109/71%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	20/10%	20/15%	20/35%
	English Language Learners	10/20%	10/20%	10/30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	101/18%	106/39%	108/59%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	10/20%	10/50%	10/50%
	English Language Learners	10/20%	10/30%	10/30%

Grade 3				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	120/53%	126/65%	131/77%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	16/38%	16/50%	16/69%
	English Language Learners	22/45%	22/45%	22/77%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	121/21%	125/45%	130/58%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	16/6%	16/6%	16/31%
	English Language Learners	22/27%	22/36%	22/64%

Grade 4				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	127/35%	134/49%	131/59%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	19/11%	19/42%	19/37%
	English Language Learners	15/7%	15/20%	15/47%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	126/37%	131/43%	133/60%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	19/11%	19/16%	19/32%
	English Language Learners	15/7%	15/20%	15/67%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	114/37%	115/55%	123/61%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	20/15%	20/25%	20/35%
	English Language Learners	17/29%	17/41%	17/35%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	113/30%	119/47%	121/65%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	20/5%	20/20%	20/35%
	English Language Learners	17/24%	17/41%	17/41%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	129/48%	138/55%	141/61%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	19/11%	19/16%	19/37%
	English Language Learners	10/10%	10/20%	10/30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	130/32%	139/47%	141/60%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	19/16%	19/16%	19/21%
	English Language Learners	10/20%	10/40%	10/40%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	30	31	11	24	32	24	29				
ELL	48	53	58	55	43		47				
BLK	41	55	55	40	50	40	38				
HSP	53	65	36	51	46	40	57				
MUL	44	73		50	60						
WHT	66	55	33	59	51	38	59				
FRL	51	54	36	48	47	44	50				

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	24	47	48	32	49	45	21				
ELL	53	72	77	69	78	60	60				
ASN	58			75							
BLK	40	52	56	44	51	50	10				
HSP	56	62	53	62	63	37	54				
MUL	69	67		69	48						
WHT	65	62	55	63	58	41	55				
FRL	53	59	51	56	55	44	37				

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	21	32	23	24	36	34	17				
ELL	42	39		56	39						
ASN	67	50		100	60						
BLK	37	44	38	42	48	32	28				
HSP	60	58	38	55	57	47	44				
MUL	63	52		72	56						
WHT	58	56	35	66	60	49	56				
FRL	51	51	35	58	55	39	45				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57

ESSA Federal Index	
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Third Grade Math proficiency dropped -19 points from 72 to 48 in 2019 - 2021. This was a significant drop considering the proficiency had been on a steady increase from 2017 to 2019. This cohort, now 4th graders, will be closely monitored and interventions will be put in place to close these gaps.

SWD ELA Achievement decreased from 24% to 17%, SWD Math Achievement decreased from 32% to 13%, SWD ELA Learning Gains decreased from 48% to 36%, SWD Math Learning Gains decreased from 49% to 27%, SWD ELA Lowest 25% dropped from 48% to 11%, SWD Math Lowest 25% dropped from 45% to 24%, SWD Science Achievement dropped from 21% to 18%.

ELL ELA Achievement dropped from 53% to 18%, ELL Math Achievement dropped from 69% to 32%, ELL ELA Learning Gains dropped from 72% to 50%, ELL Math Learning Gains dropped from 78% to 31%, ELL ELA Lowest 25% dropped from 77% - 60%. Contributing factors were a lack of scheduling and planning with teachers/support staff to analyze data, plan for data-driven instruction, and implementation of tiered interventions.

Science Proficiency increased from 45% to 54% which is 7 points above the state average. Contributing factors were hands-on labs, error analysis on Science Quarterlies, and SSA review tutoring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement based on the 2019 state assessment is 3rd Grade Math with a decrease from 72% to 48% (-24). Looking at the 2020-2021 i-Ready Data, our greatest need for improvement would be 4th Grade ELA with a 59% proficiency, growth of +24 points, and 3rd Grade Math with a 58% proficiency, growth of +37 points from AP1 - AP3.

Looking at the needs of our subgroups, i-Ready progress monitoring data indicates the average growth for WES SWD students was +22 points in Math and +24 points in ELA. i-Ready progress monitoring data further indicates the average growth for ELL students was +23 points in Math and +29 points in ELA. The growth for Math and SWD ELA fell below the school's average. The growth for ELL ELA was +2 above the school's average growth.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There were multiple contributing factors that lead to the need for improvement in 3rd grade and SWD/ELL Math proficiency at WES. During the year, there were multiple shifts in instructional models due to remote learning needs, a documented lack of attendance due to Covid-19, and academic gaps stemming from stay at home orders issued in March 2020. The combination of online learning and decreased student attendance also created challenges in progress monitoring and instructional support from coaches and teachers, and support staff to analyze data, plan data-driven instruction and implement tiered interventions for students below grade level.

Returning to in-person instruction is one critical action step we are taking to address these needs and close instructional gaps. Strategic PLCs with coaches, support staff, and teachers will occur more frequently to analyze data that will assist in prescriptive standards-aligned T1 instruction and T2/T3 interventions.

Quarterly Science Data Chats will focus on SWD, ELL, and Lowest 25% students to improve the percentage of students making learning gains with appropriate supports and interventions provided.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2021 5th Grade Florida Standards Science Assessment, students demonstrating proficiency showed the most improvement, with an increase from 45% to 54% (+9 points), the highest proficiency in 5 years.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Flagler Schools began implementing common labs a few years ago. With the help of adding a Science Coach, WES created two science laboratories on campus, one from K-3 and one from 4-6. Biweekly PLCs were dedicated to unpacking the standards, vocabulary strategies, and spiral review of annually assessed 3rd and 4th Grade standards. 5th Grade teachers are departmentalized, thus allowing them to focus on standards-based mastery. The science teachers have revised their schedule to include common Tuesday labs, with hands-on science experiments and inquiry-based instruction with concrete examples. This, along with data analysis of Science Quarterlies contributed to the improvement in Florida Standards Science Assessment proficiency.

What strategies will need to be implemented in order to accelerate learning?

Students who receive grade-level content throughout their school career are better prepared to meet academic challenges. While academic interventions attempt to address broad areas of need, rather

than skills; the key to accelerating rather than remediating is determining critical skills and concepts our students are missing and providing scaffolds to bridge gaps while effectively teaching missing skills. We will work with our teachers to strategically identify the skills and concepts students need to fully understand grade-level content so teachers can provide standard specific skills and concepts without repeating entire units of instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During our weekly PLCs, coaches will guide teachers as they gather and disaggregate data to devise student-specific plans for acceleration. We will also conduct short professional learning sessions on approaches for acceleration such as small group instruction, whole-body learning, and collaborative pairs. The new reading curriculum incorporates many instructional strategies for accelerating student learning as well.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

WES will continue to incorporate weekly PLC's which will include: data chats at the student level, backward planning, instructional pedagogy, research-based strategies to address SWD and ELL learners, and behavior management. The information at these meetings will be discussed at our weekly curriculum meetings to adjust our services and resources as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Both Students with Disabilities (SWD) and African American students are subgroups of students that have scored below the Federal Index, at 40 points for SWD and 43 points for African American, during the past year. Students scoring below the Federal index signifies that additional measures need to be taken to provide these subgroups with learning opportunities that decrease learning gaps and increase equity across campus in order to prepare all students for higher levels of learning and career fields.
	Comparing FSA data from 2018-19 to FSA data in 2020-21, the learning gap between the overall student achievement scores and SWD is 41% below proficiency for ELA & Math. The learning gap in our African American subgroup is ELA 17% and Math 14% below proficiency .
Measurable Outcome:	Having addressed ELA and Math academic, social-emotional interventions, support for both subgroups and reviewing progress at least quarterly; achievement scores for students with disabilities will increase by 5% points in both ELA and Math. Achievement scores for African American students will also increase by 5% points in both ELA and Math.
	Throughout the year progress towards this goal will be measured by the percentage of students at or above one year's progress on i-Ready growth.
Monitoring:	Students will take fall and winter ELA and Math diagnostics. Results from these tests once disaggregated by SWD and AA will help schools determine which students need interventions. These diagnostics have been shown to have a high correlation with FSA outcomes.
Person responsible for monitoring outcome:	Sarah Ashman (ashmans@flaglerschools.com)
Evidence-based Strategy:	Within the high support environment, we are utilizing evidence-based strategies of collaborative teaching, interventions provided within the general education classroom, and additional small group direct instruction. We are also engaging in staff professional development using Hattie's high yield strategies including further developing collective teacher efficacy and ongoing cognitive task analysis of student benchmark mastery to ensure grade-level expectations are achieved for all students to decrease academic inequities.
Rationale for Evidence-based Strategy:	By allowing for high support teachers to team-teach, they are fostering collective teacher efficacy and collaborating on cognitive task analysis. High support teachers will work together with students to align goals to their individualized instructional needs. Regular meetings with students will focus on progress towards meeting these goals. In working together, high support teachers can use student data to make predictions and plan accordingly. This will also provide more feedback on the student's success in the classroom and updating their goals as their needs change.
	For these reasons, students will be provided with standards-aligned interventions multiple times a week in homogeneous groups. In providing interventions within their classroom with the general education and ESE teacher working collaboratively throughout the day. Students who are not meeting these goals will be recommended for before/after school tutoring services.

Action Steps to Implement

Identify a highly qualified General Education and ESE teacher to collaboratively teach in these high support classrooms.

Person Responsible Fred Terry (terryf@flaglerschools.com)

Coaches and i-Ready representatives will provide ongoing professional learning opportunities for teachers, support facilitators, and paras of the high support classrooms to collaboratively plan and analyze data. This data will help drive tier 1 instruction as well as help plan for scaffolding and tier 2/3 remediation of skills not mastered.

Person Responsible Sarah Ashman (ashmans@flaglerschools.com)

Progress monitoring of student data will occur quarterly by a team of teachers and support staff. Data reviewed includes, but is not limited to; classroom grades, i-Ready Diagnostic Data, i-Ready Lessons, Standards Mastery, and progress towards goals on their IEP/ELL student plan.

Person Responsible Jennifer Carroll (carrollj@flaglerschools.com)

Students are placed in the high support classes strategically using the above data and must be performing at least 1 - 2 grades levels below grade level expectations. These groups are fluid and based on their EOY data, may be moved out of the high support class if they have closed the gaps and scored on grade level.

Person Responsible Rashawnda Lloyd-Miller (lloydmillerr@flaglerschools.com)

Bi-monthly support meetings are held with teachers throughout the year to provide additional supports, feedback and services to meet student needs and accelerate their learning.

Person Responsible Sarah Ashman (ashmans@flaglerschools.com)

#2. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	There is a noticeable decline in ELA and Math achievement scores among the ESOL/ELL population. Percentage of students earning a learning gain from the prior test administrations percent for the ELL subgroup dropped from 53% in 2019 to 18% in 2021 (-35). In Math, ELL students decreased from 69% earning a level 3 or higher in 2019 to 32% (-37) in 2021.
Measurable Outcome:	This year, we will focus on improving student performance with our ELL population and increase their ELA and Math learning gains by 10 percentage points.
Monitoring:	ELL students will be utilizing Imagine Learning, a developmental language intervention, in the morning and afternoon in a small group setting. The time on task and proficiency data from Imagine Leanings is monitored regularly and addressed with teachers and students as a need arises. WES staff will also review their WIDA, ELLevation, and IReady data to monitor their progress and modify their instruction as their proficiency grows. In ELLevation we will monitor their Language level, Can-Do's by Domain, academic and language goals, as well as their next steps.

If students are not getting their required minutes in or not showing proficiency, there will be a meeting with all parties involved to review their current goals and plan for intervention and scaffolding to help them progress towards meeting these goals. |
Person responsible for monitoring outcome:	Sarah Ashman (ashmans@flaglerschools.com)
Evidence-based Strategy:	WES will develop individual goals for ELL students, in collaboration with the classroom teacher and the ESOL school-based contact. Collectively we will align instruction and interventions with state benchmarks and the proficiency of these benchmarks through regular, grade-level content. We will monitor progress towards meeting these goals, adjusting instructional and resources as needed to increase learning gains.
Rationale for Evidence-based Strategy:	By creating individualized goals for ELL students we can narrow the focus on closing their academic gaps and meet them at their instructional level. These goals will help us pair grade-level standards instruction with evidence-based high yield strategies for student achievement as well as scaffolding for interventions. These strategies, when taught with fidelity will increase student achievement.

Action Steps to Implement

Teachers and academic coaches will create individualized instructional goals which will include high-yield strategies to increase student achievement for our ELL students.

Person Responsible	Rashawnda Lloyd-Miller (lloydmillerr@flaglerschools.com)

Teachers will plan collaboratively with the ELL teacher and para-professionals who services their students. These meetings will occur regularly and coaches/administration will be in attendance to give feedback and support the process as needed.

Person Responsible	Rashawnda Lloyd-Miller (lloydmillerr@flaglerschools.com)

The ELL committee will review ELL data quarterly and hold ELL committee meetings as needed to adjust supports.

Person Responsible	Sarah Ashman (ashmans@flaglerschools.com)

Monitor Imagine Learning and ELLevation usage to ensure students are utilizing these resources with fidelity.

Person Responsible   Jennifer Carroll (carrollj@flaglerschools.com)

Review i-Ready diagnostic "percent towards target growth" reports as additional progress monitoring.

Person Responsible   Sarah Ashman (ashmans@flaglerschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	At WES our grade 3 students have consistently scored higher than the state in Math for the couple of years. That changed from 2019 to 2021 when the scores dropped from 10 points above the state to 3 points below. For this year, the focus will be on improving performance on Grade 4 Math by +5 percentage points.
Measurable Outcome:	For this year, the focus will be on improving student performance on Grade 4 Math by 5 percentage points. This will be measured by summative performance on the statewide standardized Math assessment at the end of the 2021-22 school year.
Monitoring:	Students will complete the Fall and Winter Math i-Ready Diagnostic. The academic coaches, teachers ad support staff will analyze the data from these tests which will guide our instruction and ensure students receive the tiered interventions appropriate to their instructional level.
Person responsible for monitoring outcome:	Tara Ossler (osslert@flaglerschools.com)
Evidence-based Strategy:	The following high effect evidence-based instructional strategies will be used to increase student performance in grade 4 Math: Coach led collaborative planning and cognitive benchmark task analysis via PLC's Assisting students in monitoring their own benchmark mastery and reflecting on the problem-solving process Teaching students to use visual representations of mathematical problems
Rationale for Evidence-based Strategy:	Grade 4 Math focuses on solving multi-step problems and identify patterns. Research on What Works Clearinghouse, shows strong evidence that "students learning mathematics and solve problems better when they monitor their thinking and problem-solving steps as they tackle them." Moreover, "a major task for students is translating quantitative information into a symbolic equation… students who are able to visually represent mathematical information are more effective as problem solving."

Action Steps to Implement

Coaches will meet with the 4th Grade teachers and support staff weekly to analyze data and ensure assessments are standards-aligned. Then teachers will use this data to backwards plan for tier 1 instruction and use evidence best strategies to meet the needs of the students.

Person Responsible	Tara Ossler (osslert@flaglerschools.com)

Coaches will conduct learning walks on a regular basis during the 4th grade Math block. Look-fors will be standards-aligned lessons/assessments, Learning-Focused strategies, and materials/manipulatives used by students.

Person Responsible	Sarah Ashman (ashmans@flaglerschools.com)

Analyze walkthrough anecdotal data and determine what professional learning and extra support are needed. This will help guide future PLCs and grade-level planning.

Person Responsible	Tara Ossler (osslert@flaglerschools.com)

The curriculum team will meet after each walk-through to analyze student progress monitoring data and determine if the strategies being used are effectively addressing the student's needs. Any changes that need to be made will happen with the teacher, support staff and coaches adjust their tiered plan.

Person Responsible Sarah Ashman (ashmans@flaglerschools.com)

Every 6 weeks progress monitoring meetings will occur with teachers, support facilitators, coaches, MTSS coordinator, and leadership. This meeting will ensure accountability of quality standards-aligned instruction and T2/T3 interventions are being successful.

Person Responsible Sarah Ashman (ashmans@flaglerschools.com)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Staff changes occurring over the past few months have resulted in a new leadership team. Our new team includes administrators, behavior interventionists, academic coaches, and school counselors. The recent turnover and limited institutional knowledge has put the current leadership team at a disadvantage. Given this trend, the Wadsworth leadership team will continue to suffer if we cannot sustain the majority of our leadership team for 1 or more years.
Measurable Outcome:	This year, our focus will be on developing the members of our leadership team to build capacity for leadership at Wadsworth. This will be measured by 70% or more of our 2021-2022 leadership team returning for the 2022-2023 school year.
Monitoring:	The principal will meet with each team member individually on a bi-annual basis to assess leadership readiness and resilience as well as elicit feedback on the support they need.
Person responsible for monitoring outcome:	Mary Kate Parton (partonmk@flaglerschools.com)
Evidence-based Strategy:	In order to focus and build upon our individual strengths and collaborate as a team our leadership team will participate in a book study focused on building leadership capacity. Once a month, we will meet as a team to discuss what we have read on assigned chapters, our reflections, and strategies learned.
Rationale for Evidence-based Strategy:	Research shows that people that know and use their strengths are more engaged at work and more productive in their roles. Building leadership capacity with our leadership team will allow us to successfully embed and sustain school site practices for best student outcomes. Effective leadership will improve our abilities to foster trust among stakeholders, secure commitment to work as effective teams, increase accountability through collaboration, build a focus on achieving results, and encourage engagement without conflict.

Action Steps to Implement

Survey Teachers with the WES Professional Development Survey

Person Responsible	Tara Ossler (osslert@flaglerschools.com)

Share our 2020-2021 student FSA and iReady data and this year's i-Ready diagnostic AP1 data with our teachers. In PLCs, analyze grade level data, trends, and current student data to determine areas of improvement.

Person Responsible	Sarah Ashman (ashmans@flaglerschools.com)

Introduce the Pineapple Chart with teachers and encourage teachers to participate in Peer Learning Walks. The Pineapple Chart will allow teachers to show their strengths and learn from their colleagues.

Person Responsible	Tara Ossler (osslert@flaglerschools.com)

With teacher input, create a calendar of PD opportunities focused data and student/teacher needs. PDs will be differentiated based on learning goals and styles.

Person Responsible	Tara Ossler (osslert@flaglerschools.com)

Meet to analyze data after each Unit assessment/Quarterly to determine current student needs and adjust/confirm PD goals.

Person Responsible   Tara Ossler (osslert@flaglerschools.com)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	House Bill (HB) 7011 signed into law by Governor DeSantis sets out to improve policies and practices to improve literacy outcomes for all students. HB 7011 creates a new section, s. 1008.365, Florida Statutes (F.S.), establishing the Reading Achievement Initiative for Scholastic Excellence (RAISE) within the Florida Department of Education. With more than 50% of our fourth grade students scoring below a level 3 on the most recent ELA FSA, Wadsworth Elementary school has been identified to receive support under the RAISE program. Literacy and holding all students to high expectations is the foundation of all content learning. Without literacy proficiency, all content learning is a struggle. In order to accelerate progress in this area, we must identify individual student literacy needs. We will use specific data from i-Ready diagnostics, CORE Phonics assessments, Oral reading fluency measures, as well as previous FSA domain-specific data to determine the greatest literacy needs for our students. As a school, we will implement a specific time for each grade level in which all students will receive evidence based instruction in their area of need. We will push all students towards achieving their stretch growth in i-Ready, which is especially needed for our ESE and ELL students to attain proficiency in reading.
Measurable Outcome:	Learning gains in ELA will increase by 5 percentage points for all students. We have specific goals for students with disabilities and ELL students, with our goal of these students increasing 12 points. Throughout the year, progress towards these goals will be measured by the percentage of students at or above one year's worth of growth in iReady.
Monitoring:	Throughout the year, progress towards these goals will be measured by the percentage of students at or above one year's worth of growth in iReady.
Person responsible for monitoring outcome:	Tara Ossler (osslert@flaglerschools.com)
Evidence-based Strategy:	Implementing Data-Informed Instruction Wadsworth Elementary school ELA teachers will work with academic coaches, district curriculum specialists and State Regional Literacy Directors to improve the reading outcomes of our students. Teachers will participate in data chats throughout the year with their students, helping students develop reading goals and track their progress towards their goals. On a quarterly basis, teachers will also work with academic coaches and administration to analyze their student, class, and grade-level specific data and implement data-informed instruction based on their data. Teachers will utilize Learning Focused strategies with all instruction groups, scaffolding instruction, using high yield strategies, and accelerating learning. Teachers will also be trained in using new high-quality instructional materials to meet the learning needs of all students.
Rationale for Evidence-based Strategy:	At Wadsworth Elementary School, we strive to ensure that every student learns. Gathering and using information about what has been learned and what needs to be learned is pivotal to meeting that goal. We need to learn to look at students as individual learners and provide the best instruction, meeting the needs of all learners in our classrooms. Teachers will learn to use formative data to gather data while teaching and learning are occurring and summative data to determine what was learned at the end of units. Teachers will learn to collect and use both types of data, analyzing it to look for patterns of successes and needs.

Action Steps to Implement

Administration and Curriculum teams will work together to outline the purpose and goals of PRIDE time (grade level intervention time) to work out logistics to ensure smooth implementation. Share the PRIDE time plan and outline with Wadsworth teachers; discuss questions, concerns, ideas, and curriculum

Person Responsible   Sarah Ashman (ashmans@flaglerschools.com)

Use data to determine the individual area of literacy focus for all K-6 students.

Person Responsible   Tara Ossler (osslert@flaglerschools.com)

Teachers will work with the literacy coach, district curriculum specialists, as well as state regional literacy directors to analyze data and learn and use high yield strategies to implement data-informed instruction based on student data.

Person Responsible   Tara Ossler (osslert@flaglerschools.com)

Participate in data chats with teachers and administration with progress monitoring data to determine student growth in the skill area goal. Teachers will also have data chats with all students about goals and progress towards their goals.

Person Responsible   Tara Ossler (osslert@flaglerschools.com)

Adjust areas of focus for individual students as goals are met.

Person Responsible   Tara Ossler (osslert@flaglerschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the 2019-2020 data, Wadsworth Elementary School is a moderately safe school, ranked 613 out of 1,395 elementary schools statewide. Wadsworth is ranked #1 in the state and country in Property Incidents, #2 in the county and #289 in the state in Violent Incidents and #4 in the county, and #1,197 in the state in Drug/Public Order Incidents. Wadsworth had an incident rate of 0.4 per 100 students, with a total of 4 incidents in the 2020-2021 school year. The four incidents during 2019-2020 consisted of 3 disruptions on campus and 1 physical attack. Wadsworth had a total of 58 reported suspensions during the 2019-2020 school year, with 6.3 suspensions per 100 students. This high suspension data is reflected in Wadsworths statewide ranking of 1,057 out of 1,1395. Of the 58 suspensions, 26 were in-school suspensions and 32 were out-of-school suspensions. These numbers have significantly declined since the previous school year and are the lowest suspension rates since the 2014-2015 school year.
Our primary area of concern is the academic time missed due to behavior. It is our mission to create a positive school culture and supportive, safe learning environments for all of our students.

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.

WES will continue to build on our positive relationships with parents, families, and other community stakeholders through a variety of methods. The School Advisory Council and Wadsworth PTO Organization will be open to all members of the school community, giving a voice and platform for all to have an influence in the direction of the school. Further, school staff will make intentional efforts to reach out to parents and families to share information about their child and offer mutual respect, support, and guidance. Some schoolwide events held to share this information include: Meet the Teacher, Fall Festival, Math Game Night, FSA parent night, Literacy Across America Night, Father Daughter Dance, Science/Steam Night, and many others. Wadsworth Elementary will also make a concentrated effort to reach out to local businesses, to involve them in appropriate ways with functions of the school, and include them in partnerships which are mutually beneficial. Organizations that are currently partnered with include Rotary Club, and the African American Mentoring Program. Our informational platforms are varied and include our website, marquee, social media, multiple media partners (including the district), print newsletters, Skyward (school information platform) and SkyAlert (school messenger service).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

SAC, TAC, PTO, EPAC, and school based committees all play a positive and consistent role in aligning WES academic, social and emotional focus to our community based partnerships not only with business but our students' families.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$74,728.14
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$70,251.28
			Notes: Intervention Teacher to assist with T2,T3 and exceptional students with small group interventions			

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	750-Other Personal Services	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$2,536.25
		Notes: Data Analysis and Purposeful planing half days for 50 teachers				
	6150	750-Other Personal Services	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$1,764.13
		Notes: Two Mental Health Awareness Nights including Monique Burr Personal Safety Training				
	6150	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$176.48
		Notes: Family Transition to Kindergarten Night				
2	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**				**$102,526.02**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$27,665.02
		Notes: Para Professional Support for our ESOL students				
	6150	750-Other Personal Services	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$235.30
		Notes: ESOL Parent Information Night				
	5100	130-Other Certified Instructional Personnel	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$74,625.70
		Notes: Academic Interventionist				
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$78,961.94**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$72,755.60
		Notes: Math/Science Coach to serve teachers K-6				
	6150	750-Other Personal Services	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$1,176.50
		Notes: Math Game & Publix Night				
	6150	510-Supplies	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$876.40
		Notes: Math Game Night Supplies				
	5900	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$1,323.56
		Notes: Saturday Summit FSA Review				
	5100	510-Supplies	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$1,937.73
		Notes: STAM/STAMS Solve Intervention Consumables				
	6150	750-Other Personal Services	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$588.25
		Notes: STREAM Family Night				

		Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$303.90
			Notes: STEAM Family night supplies			
4	**III.A.**	**Areas of Focus: Leadership: Leadership Development**				**$66,127.13**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$66,127.13
			Notes: Behavioral Interventionist and PBIS coordinator			
5	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$38,369.77**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	750-Other Personal Services	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$588.25
			Notes: Read Across America Night			
	5100	369-Technology-Related Rentals	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$12,293.51
			Notes: Learning A-Z Raz Plus			
	6150	510-Supplies	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$512.79
			Notes: Supplies for Read Across America Books			
	5900	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$22,059.38
			Notes: After school tutoring in Math and ELA deficits			
	5100	510-Supplies	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$1,363.00
			Notes: Accessing Complex Text- Writing Supplement for 6th grade			
	5100	369-Technology-Related Rentals	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$270.00
			Notes: Starfall Premium			
	6150	750-Other Personal Services	0131 - Lewis E. Wadsworth Elementary	Title, I Part D		$235.30
			Notes: FSA Parent Informational Night			
	5100	510-Supplies	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		$1,047.54
			Notes: STARS Intervention Consumables			
					Total:	**$360,713.00**