

Alachua County Public Schools

Joseph Williams Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	23
Budget to Support Goals	23

Joseph Williams Elementary School

1245 SE 7TH AVE, Gainesville, FL 32641

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

Demographics

Principal: Anyana Stokes

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: C (44%) 2016-17: C (46%)
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 Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	23

Joseph Williams Elementary School

1245 SE 7TH AVE, Gainesville, FL 32641

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

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 KG-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	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to the success of every student.

Provide the school's vision statement.

At Williams, our students are loved, believed in, and challenged to be creative risk-takers who are prepared for future success.

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
Stokes, Anyana	Principal	Principal: Provides a common vision for the use of data-based decision-making; Provide opportunities for teacher collaboration and knowledge building; Facilitate implementation of RTI; Provides or coordinates professional development; Attend EPT, IEP, 504 and RTI meetings; Conduct walkthroughs to monitor fidelity and integrity of core curriculum and intervention implementation; Monitor teacher effectiveness; Communicates with all shareholders information regarding school data and student achievement progress; Provides a common vision for student relationship building and behavior management
Roberson, Jenni	Assistant Principal	Assistant Principal: Provides instructional support and coordinate professional development/coaching support for instructors; Coordinate school wide assessments, conduct walk-throughs to monitor implementation of SIP strategies, monitors behavior intervention, monitors student achievement through analyzing school-wide data, assist with the development of intervention and differentiated instruction; Attend EPT, IEP, 504 and RTI meetings.

Demographic Information

Principal start date

Sunday 7/1/2018, Anyana Stokes

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.*

3

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

3

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

525

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

7

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

2

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	21	48	85	111	92	119	0	0	0	0	0	0	0	476
Attendance below 90 percent	1	19	27	33	26	22	0	0	0	0	0	0	0	128
One or more suspensions	0	5	1	3	0	4	0	0	0	0	0	0	0	13
Course failure in ELA	0	12	7	17	12	20	0	0	0	0	0	0	0	68
Course failure in Math	0	7	6	16	14	19	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	41	56	59	0	0	0	0	0	0	0	156

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	8	18	12	24	0	0	0	0	0	0	0	65

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	17	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	5	1	2	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Tuesday 6/29/2021

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	59	65	120	115	105	110	0	0	0	0	0	0	0	574
Attendance below 90 percent	2	25	22	28	13	26	0	0	0	0	0	0	0	116
One or more suspensions	0	1	2	9	4	10	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	2	13	11	5	0	0	0	0	0	0	0	31
Course failure in Math	0	2	1	8	7	6	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	40	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	44	0	0	0	0	0	0	0	47

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	2	3	15	12	43	0	0	0	0	0	0	0	75

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	

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	59	65	120	115	105	110	0	0	0	0	0	0	0	574
Attendance below 90 percent	2	25	22	28	13	26	0	0	0	0	0	0	0	116
One or more suspensions	0	1	2	9	4	10	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	2	13	11	5	0	0	0	0	0	0	0	31
Course failure in Math	0	2	1	8	7	6	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	40	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	44	0	0	0	0	0	0	0	47

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	2	3	15	12	43	0	0	0	0	0	0	0	75

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				42%	59%	57%	47%	58%	56%
ELA Learning Gains				42%	57%	58%	57%	53%	55%
ELA Lowest 25th Percentile				22%	49%	53%	47%	40%	48%
Math Achievement				41%	60%	63%	47%	64%	62%
Math Learning Gains				42%	61%	62%	43%	58%	59%
Math Lowest 25th Percentile				22%	49%	51%	25%	45%	47%
Science Achievement				42%	57%	53%	44%	55%	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	35%	57%	-22%	58%	-23%
Cohort Comparison						
04	2021					
	2019	43%	55%	-12%	58%	-15%
Cohort Comparison		-35%				
05	2021					
	2019	40%	55%	-15%	56%	-16%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	31%	58%	-27%	62%	-31%
Cohort Comparison						
04	2021					
	2019	49%	60%	-11%	64%	-15%
Cohort Comparison		-31%				
05	2021					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	55%	-14%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1st Grade ELA DIBELS, Math AIMS
 2nd - 5th Grades ELA and Math AIMS
 5th Grade Science AIMS

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	66	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	56	54
	Economically Disadvantaged	30	31	33
	Students With Disabilities	14	0	14
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82	66	49
	Economically Disadvantaged	64	43	29
	Students With Disabilities	43	0	0
	English Language Learners	100	100	100

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(49) 51.6	(50) 45.9	(42) 42
	Economically Disadvantaged	(19) 29.7	(21) 27.3	(13) 18.8
	Students With Disabilities	(1) 16.7	(1) 33.3	(0) 0
	English Language Learners	(3) 100	(3) 100	(3) 100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(59) 60.8	(46) 47.9	(58) 60.4
	Economically Disadvantaged	(29) 43.9	(18) 27.7	(29) 44.6
	Students With Disabilities	(2) 33.3	(0) 0	(2) 50
	English Language Learners	(3) 100	(3) 100	(3) 100
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(49) 46.7	(48) 44.4	(55) 48.7
	Economically Disadvantaged	(12) 18.5	(12) 17.4	(15) 21.1
	Students With Disabilities	(0) 0	(1) 14.3	(0) 0
	English Language Learners	(2) 100	(1) 100	(2) 100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(71) 68.3	(63) 57.8	(55) 58.5
	Economically Disadvantaged	(32) 50	(26) 37.7	(17) 30.9
	Students With Disabilities	(2) 33.3	(0) 0	(3) 50
	English Language Learners	(2) 100	(2) 100	(2) 100

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(24) 28.6	(27) 32.5	(48) 53.3
	Economically Disadvantaged	(6) 10.3	(8) 14	(25) 39.1
	Students With Disabilities	(1) 20	(1) 20	(1) 16.7
	English Language Learners	(1) 50	(2) 100	(2) 100
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(35) 42.7	(46) 54.8	(50) 56.8
	Economically Disadvantaged	(14) 25	(24) 41.4	(28) 45.2
	Students With Disabilities	(1) 16.7	(3) 50	(1) 20
	English Language Learners	(2) 100	(2) 100	(2) 100
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	(30) 37.5	(50) 59.5	(48) 70.6
	Economically Disadvantaged	(9) 16.4	(28) 48.3	(25) 56.8
	Students With Disabilities	(1) 16.7	(1) 16.7	(2) 40
	English Language Learners	(2) 100	(2) 100	(2) 100

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	16	15		13	27		10				
ASN	98	79		100	93		100				
BLK	16	20	29	14	31	33	7				
MUL	55			50							
WHT	97			97							
FRL	17	22	25	14	32	29	11				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	30	31	21	47	42					
ASN	100	92		100	97		100				
BLK	17	22	23	15	20	21	12				
HSP	60			60							

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
MUL	43	18		54	40						
WHT	100	75		100	75						
FRL	17	24	22	16	22	24	16				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	40	50	11	24	13	18				
ASN	100	94		100	100		100				
BLK	24	43	47	25	23	24	22				
MUL	82			82							
WHT	100	86		100	91		100				
FRL	27	45	47	28	26	25	21				

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	263
Total Components for the Federal Index	7
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	94
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
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	97
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	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Students are scoring at higher proficiency rates on progress monitoring assessments. Consideration needs to be given to how do we transfer this demonstration of learning to the FSA. ELA achievement seems to be remaining at the same level where as math achievement is steadily showing improvement.

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

Based on AIMS data, the greatest need for improvement is overall achievement in ELA. Third grade demonstrated a decline in achievement, while 4th and 5th made little progress.

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

Students enter KG at a deficit and are working from the time they enter the school to catch up. For students who were already behind the gap in learning and stresses presented by COVID-19 put them even farther behind. Student's lack of background knowledge and gaps in foundational skills need to be addressed in order to fill the gaps quicker. Implementation of the new curriculum, Benchmark Advance, will help to address these factors.

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

Based on progress monitoring data 5th grade students seemed to make significant strides throughout the year. Improving proficiency in all areas as the year went on. Based on FSA, learning gains of the lowest quartile increased in math by 9%.

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

Factors that contributed to this improvement were instructional support, collaborative planning, and standards focused instruction. Math curriculum better aligned to standards and supported math instruction.

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

Continue to expose students to grade level standards and rigor. Building foundational skills. Provide engaging opportunities to build background knowledge.

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.

UFLI Foundations
 Student Engagement
 Release of Learning to Students
 Small group instruction, to include differentiation and rigor

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

Support for teachers in adoption of new BEST standards and curriculum.

Continue school-wide collaborative planning support. Increase instructional support across subject areas and grade levels.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Improve achievement of all students as well as improve the learning gains of the lowest quartile in ELA. During the 2019 school year FSA scores showed a significant drop in the percentage of students in the lowest quartile who made a learning gain. We must engage students in their education and provide opportunities to strengthen background knowledge. Many of our lower quartile students are performing 2 or more grade levels behind. We must provide remediation of foundation skills while also providing access and success on grade level tasks. The same is true for students with disabilities, African-American students, economically disadvantaged students, and multiracial students.
Measurable Outcome:	Increase learning gains of lowest quartile by 10%. Increase achievement of all under-performing subgroups in ELA by 3% Raising all ESSA groups to a score of 41% or higher on the ESSA Federal Index.
Monitoring:	Quarterly analysis of AIMS ELA (progress monitoring) data. Grade level teacher data chats led by administrators and instructional coaches.
Person responsible for monitoring outcome:	Anyana Stokes (stokesay@gm.sbac.edu)
Evidence-based Strategy:	Early identification of students in lowest quartile and under performing subgroups. Progress Monitoring through quarterly data meetings with teachers led by administrators. Increase student's background knowledge. Provide Extended day, beyond the bell learning opportunities. Support for and increase teacher planning opportunities and professional development in standards based and aligned instruction.
Rationale for Evidence-based Strategy:	Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions. We know that acquiring usable knowledge will support student acquisition of and provide links to new learning.

Action Steps to Implement

1. Weekly grade level collaborative Instructional Planning. 1 1/2 hours per week focused on standards and standards task alignment.
2. Quarterly teacher and student data chats.
3. UFLI Foundations, Small group instruction and literacy stations within ELA, High dose tutoring to support ELA Foundational Skills
4. Increase student access to extended learning opportunities. (Field trips, Extended Day Intervention)
5. Teacher PLCs (Standards, Student Engagement, Release of Learning, Differentiation, Acceleration)

Person Responsible Jenni Roberson (robersonjc@gm.sbac.edu)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>Increase achievement for all students and learning gains of lowest quartile in Math. FSA scores from the 2019 school year show a trend of low performance and learning gains for students in the lowest quartile in math. We must engage students in their education and provide opportunities to see math in real world application.</p> <p>Many of our lower quartile students are performing 2 or more grade levels behind. We know that math builds upon itself. We must provide remediation of foundational math skills while also providing access and success on grade level tasks. The same is true for students with disabilities, African-American students, economically disadvantaged students, and multiracial students.</p>
Measurable Outcome:	<p>Increase learning gains of students in the lowest quartile by 10%.</p> <p>Increase achievement of all under-performing subgroups in Math by 3%.</p> <p>Raising all ESSA groups to a score of 41% or higher on the ESSA Federal Index.</p>
Monitoring:	Quarterly data analysis of progress monitoring outcomes.
Person responsible for monitoring outcome:	Anyana Stokes (stokesay@gm.sbac.edu)
Evidence-based Strategy:	<p>Early identification of students in lowest quartile and under performing subgroups. Progress Monitoring through quarterly data meetings with teachers facilitated by administration. Educational (virtual) field trips to increase awareness of career and real world application. Extended day learning opportunities. Increase access to technology as a tool for learning. Support for and increase teacher planning opportunities and professional development to improve student access to standards based and aligned instruction.</p>
Rationale for Evidence-based Strategy:	<p>Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions.</p> <p>We know that acquiring usable knowledge will support student acquisition of and provide links to new learning.</p>

Action Steps to Implement

1. Weekly grade level collaborative Instructional Planning; 1 1/2 hours per week focused on standards and standards task alignment.
2. Quarterly teacher data chats facilitated by administrator.
3. Small group instruction within Math
4. Increase student access to extended learning opportunities (Field trips, Extended Day Intervention)
5. Teacher PLCs (Standards, Student Engagement, Differentiation, Release of Learning, Acceleration)

Person Responsible Jenni Roberson (robersonjc@gm.sbac.edu)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	A review of skyward attendance data led us to identify Improve student attendance as an area of focus. Twenty-one percent of Williams students had attendance below 90% (121 students). It is important for students to be in attendance at school in order to receive the full advantage of educational opportunities. We must engage students in a way that they are eager to attend and willing participants in school, in their education.
Measurable Outcome:	Monthly monitoring of Skyward Truancy Reports. Monthly target 90% of students attendance about 90%. For the year, decrease by 10% the number of students who have attendance below 90%.
Monitoring:	Bi monthly meetings with family liaison and district truancy officer. Monthly analysis of skyward attendance data. Weekly review by family liaison.
Person responsible for monitoring outcome:	Anyana Stokes (stokesay@gm.sbac.edu)
Evidence-based Strategy:	Continued implementation of Positive Behavior Intervention and Supports. Professional Development and PLCs for teachers. Increase teacher capacity to engage students and manage classroom behaviors. Increase family engagement with and in the school through phone calls, home visits, newsletters, teacher communications.
Rationale for Evidence-based Strategy:	Basis of PBIS is to reinforce desired student behaviors and create a positive school culture. Through PBIS we will establish a common language and a school-wide set of expectation. It will also allow us a systematic way in which to intervene and follow up. We also want to increase and improve beyond school enrichment opportunities (clubs, groups). Helping to build individual determination within our students.

Action Steps to Implement

1. Improve student engagement using Positive Behavior Intervention and Supports
2. Provide teacher PD and support in the area of students engagement.
3. Provide support for and improve family engagement through improved and increased communication.
4. Beyond school day enrichment, engagement through the establishment of clubs and activities.

Person Responsible Anyana Stokes (stokesay@gm.sbac.edu)

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

Area of Focus Description and Rationale:	Four ESSA subgroup ratings were below 41%. We will reduce the achievement gap between students of color and white students, students with disabilities and their non-disabled peers, and economically disadvantaged students and those more affluent by improving ESSA ratings for all subgroups to above 41%.
Measurable Outcome:	Increase achievement of all under-performing subgroups by 3% Raising all ESSA groups to 41% or higher on the ESSA Federal Index.
Monitoring:	Quarterly review of AIMS progress monitoring data, DIBELS, and ISIP.
Person responsible for monitoring outcome:	Anyana Stokes (stokesay@gm.sbac.edu)
Evidence-based Strategy:	Early identification of students within under performing subgroups. Progress Monitoring through quarterly data meetings with teachers. Educational field trips (virtual) to increase background knowledge. Extended day learning opportunities. Support for and increase teacher planning opportunities and professional development in the area of student engagement, differentiation, and cultural relevance.
Rationale for Evidence-based Strategy:	Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions. We know that acquiring usable knowledge will support student acquisition of and provide links to new learning.

Action Steps to Implement

1. Grade level collaborative Instructional Planning.
2. Improved teacher and student data chats. Identifying targets for students in ESSA subgroups.
3. Small group instruction, differentiation
4. Assure student access to technology and extended learning opportunities (Laptops/Tablets, EDI)
5. Teacher PLCs and PD focused on the areas of: Equity, Culturally Relevant Instruction, Student Engagement and Standards

Person Responsible Jenni Roberson (robersonjc@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Based on the data comparison, we will continue to monitor overall student suspensions. Increased student engagement and PBIS efforts will continue to support the declining suspension rate. We will also continue to provide alternatives to suspension and work to maximize and increase time in class and on task.

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.

Positive school culture includes a well-maintained school facility and school wide expectations for all members. Students and staff adhere to the expectations: Be Respectful, Be Responsible, and Be Kind. Students and teachers are held to high expectations of how we treat each other and the effort that we put forth. Students from all races are celebrated, valued, and welcomed. All students feel a sense of belonging and know that they are an important part of our school community. Our teachers are dedicated to culturally responsive and relevant instruction. Members of the leadership team are easily accessible and dedicated to supporting students, staff, and families. Parents and community members are encouraged and welcome to participate on the School Advisory Committee and within the PTA. Principal attends community events by invitation and works to partner with local businesses and community organizations. We maintain an up to date website and providing a bi monthly newsletter. School events are posted on the marquee as well as phone home reminders. Parents and students are frequently surveyed to assess needs and provide input.

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

Stakeholders include school leadership, teachers, and staff. All of whom are responsible for projecting a positive image of the school by talking favorably, modeling positive behaviors, and positive attitudes towards the school. Families are stakeholders who by being active participants in the school community help to promote a positive culture. The school's PTA, community and business partners also support a positive school culture by provide needed resources and support of school initiatives.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$447,564.03
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG	0.75	\$15,815.55
			Notes: 1 Intervention Paraprofessional to do small group intervention in grades K-5			

5100	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$1,711.28
		<i>Notes: Retirement benefits @ 10.82% for 1 Intervention Paraprofessional to do small group intervention in grades K-5</i>			
5100	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$1,209.92
		<i>Notes: Social Security @ 7.65% for 1 Intervention Paraprofessional to do small group intervention in grades K-5</i>			
5100	230-Group Insurance	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$7,735.00
		<i>Notes: Group Insurance @ \$7,735.00 for 1 Intervention Paraprofessional to do small group intervention in grades K-5</i>			
5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$80.66
		<i>Notes: Early Retirement @ .51% for 1 Intervention Paraprofessional to do small group intervention in grades K-5</i>			
5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG	1.0	\$50,000.00
		<i>Notes: 1 class size reduction teacher to increase support to 4th graders in all subject areas</i>			
5100	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$5,410.00
		<i>Notes: Retirement benefits @ 10.82% for 1 class size reduction teacher to increase support to 4th graders in all subject areas</i>			
5100	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$3,825.00
		<i>Notes: Social Security @ 7.65% for 1 class size reduction teacher to increase support to 4th graders in all subject areas</i>			
5100	230-Group Insurance	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$7,735.00
		<i>Notes: Group Insurance @ \$7,735.00 for 1 class size reduction teacher to increase support to 4th graders in all subject areas</i>			
5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$255.00
		<i>Notes: Early Retirement @ .51% for 1 class size reduction teacher to increase support to 4th graders in all subject areas</i>			
5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG	1.0	\$50,000.00
		<i>Notes: Intervention Teacher to support ELA and Math for 4th and 5th grades</i>			
5100	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$5,410.00
		<i>Notes: Retirement benefits @ 10.82% for 1 intervention teacher to support ELA and Math for 4th and 5th grades</i>			
5100	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$3,825.00
		<i>Notes: Social Security @ 7.65% for 1 intervention teacher to support ELA and Math for 4th and 5th grades</i>			
5100	230-Group Insurance	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$7,735.00

			<i>Notes: Group Insurance @ \$7,735.00 for 1 intervention teacher to support ELA and Math for 4th and 5th grades</i>			
	5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$255.00
			<i>Notes: Early Retirement @ .51% for 1 intervention teacher to support ELA and Math for 4th and 5th grades</i>			
	5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A	1.0	\$59,810.01
			<i>Notes: Instructional Intervention Coach/Lead Teacher to support ELA and Math in all grade levels.</i>			
	5100	210-Retirement	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$6,471.45
			<i>Notes: Retirement benefits @ 10.82% for Instructional Intervention Coach/Lead Teacher to support ELA and Math in all grade levels.</i>			
	5100	220-Social Security	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$4,575.46
			<i>Notes: Social Security @ 7.65% for Instructional Intervention Coach/Lead Teacher to support ELA and Math in all grade levels.</i>			
	5100	230-Group Insurance	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$7,735.00
			<i>Notes: Group Insurance @ \$7,735.00 for Instructional Intervention Coach/Lead Teacher to support ELA and Math in all grade levels.</i>			
	5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$305.03
			<i>Notes: Early Retirement @ .51% for Instructional Intervention Coach/Lead Teacher to support ELA and Math in all grade levels.</i>			
	5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A	1.0	\$61,799.32
			<i>Notes: Intervention Teacher to support ELA and Math in all grade levels.</i>			
	5100	210-Retirement	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$6,686.69
			<i>Notes: Retirement benefits @ 10.82% for Intervention Teacher to support ELA and Math in all grade levels.</i>			
	5100	220-Social Security	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$4,727.65
			<i>Notes: Social Security @ 7.65% for Intervention Teacher to support ELA and Math in all grade levels.</i>			
	5100	230-Group Insurance	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$7,735.00
			<i>Notes: Group Insurance @ \$7,735.00 for Intervention Teacher to support ELA and Math in all grade levels.</i>			
	5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$315.18
			<i>Notes: Early Retirement @ .51% for Intervention Teacher to support ELA and Math in all grade levels.</i>			
	5100	150-Aides	0111 - Joseph Williams Elem. School	Title, I Part A	1.5	\$28,455.76
			<i>Notes: 2 Intervention Paraprofessionals to do small group intervention in grades K-5</i>			

5100	210-Retirement	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$3,078.92
		<i>Notes: Retirement benefits @ 10.82% for 2 Intervention Paraprofessionals to do small group intervention in grades K-5</i>			
5100	220-Social Security	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$2,176.86
		<i>Notes: Social Security @ 7.65% for 2 Intervention Paraprofessionals to do small group intervention in grades K-5</i>			
5100	230-Group Insurance	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$15,470.00
		<i>Notes: Group Insurance @ \$7,735.00 for 2 Intervention Paraprofessionals to do small group intervention in grades K-5</i>			
5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$145.12
		<i>Notes: Early Retirement @ .51% for 2 Intervention Paraprofessionals to do small group intervention in grades K-5</i>			
5100	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$3,230.00
		<i>Notes: Ready Florida Digital License to support Ready Florida supplemental curriculum</i>			
5100	520-Textbooks	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$4,558.67
		<i>Notes: Ready Florida supplemental ELA curriculum in grades 3-5</i>			
5100	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$2,248.00
		<i>Notes: Top Score Digital License to support Top Score writing curriculum in grades 3-5.</i>			
5100	520-Textbooks	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$14,538.44
		<i>Notes: Top Score writing curriculum in grades 3-5.</i>			
5100	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$2,390.00
		<i>Notes: Smarty Ants digital license for the Smarty Ants program to be used in grades K-2</i>			
5100	520-Textbooks	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$1,515.69
		<i>Notes: Curriculum Associates Phonics for Reading intervention program</i>			
5100	520-Textbooks	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$1,177.17
		<i>Notes: Word Wisdom Vocabulary intervention program</i>			
5900	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$4,000.00
		<i>Notes: Extended Day Intervention - ELA: 5 teachers and 1 Instructional Intervention Coach for 19 sessions between December 2012 and April 2022.</i>			
7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$1,995.00
		<i>Notes: Transportation for Extended Day Intervention - ELA for 19 sessions between December 2012 and April 2022.</i>			

	6300	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$12,540.00
			<i>Notes: Professional Development: Collaborative Planning for ELA and Math for 38 teachers for 1 hour at \$20 per hour from August 2021 to January 2022. FIRST SEMESTER</i>			
	6300	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$25,080.00
			<i>Notes: Professional Development: Collaborative Planning for ELA and Math for 38 teachers for 2 hours at \$20 per hour from February 2022 to May 2022. SECOND SEMESTER</i>			
	5900	220-Social Security	0111 - Joseph Williams Elem. School	Title, I Part A		\$325.76
			<i>Notes: SSI Benefits for Extended Day Intervention stipends</i>			
	6300	220-Social Security	0111 - Joseph Williams Elem. School			\$1,158.48
			<i>Notes: Professional Development: Collaborative Planning for ELA and Math First Semester</i>			
	6300	220-Social Security	0111 - Joseph Williams Elem. School			\$2,316.96
			<i>Notes: SSI Benefits for Professional Development: Collaborative Planning for ELA and Math Second Semester</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$173,637.19
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0111 - Joseph Williams Elem. School	UniSIG	0.75	\$15,909.57
			<i>Notes: 1 Intervention Paraprofessional to do small group intervention in grades 2-5</i>			
	5100	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$1,711.28
			<i>Notes: Retirement benefits @ 10.82% for 1 Intervention Paraprofessional to do small group intervention in grades 2-5</i>			
	5100	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$1,209.92
			<i>Notes: Social Security @ 7.65% for 1 Intervention Paraprofessional to do small group intervention in grades 2-5</i>			
	2300	230-Group Insurance	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$7,735.00
			<i>Notes: Group Insurance @ \$7,735.00 for 1 Intervention Paraprofessional to do small group intervention in grades 2-5</i>			
	5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$80.66
			<i>Notes: Early Retirement @ .51% for 1 Intervention Paraprofessional to do small group intervention in grades 2-5</i>			
	5100	330-Travel	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$1,540.00
			<i>Notes: 4th Gr. Field Trip to CADE Museum; 110 students; \$14 per student in the Spring 2022 Feb-May</i>			
	5100	330-Travel	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$1,610.00
			<i>Notes: 5th Gr. Field Trip to CADE Museum; 115 students; \$14 per student in the Spring 2022 Feb-May</i>			

	5100	150-Aides	0111 - Joseph Williams Elem. School	Title, I Part A	1.5	\$28,455.76
			Notes: 2 Intervention Paraprofessionals to do small group intervention in grades K-5			
	5100	210-Retirement	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$3,078.92
			Notes: Retirement benefits @ 10.82% for 2 Intervention Paraprofessionals to do small group intervention in grades K-5			
	5100	220-Social Security	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$2,176.86
			Notes: Social Security @ 7.65% for 2 Intervention Paraprofessionals to do small group intervention in grades K-5			
	5100	230-Group Insurance	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$15,470.00
			Notes: Group Insurance @ \$7,735.00 for 2 Intervention Paraprofessionals to do small group intervention in grades K-5			
	5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$145.12
			Notes: Early Retirement @ .51% 2 Intervention Paraprofessionals to do small group intervention in grades K-5			
	5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A	1.0	\$54,575.00
			Notes: 1 Behavior Intervention to do small group intervention in behavior in grades K-5			
	5100	210-Retirement	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$5,905.02
			Notes: Retirement benefits @ 10.82% for 1 Behavior Intervention to do small group intervention in behavior in grades K-5			
	5100	220-Social Security	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$4,174.99
			Notes: Social Security @ 7.65% for 1 Behavior Intervention to do small group intervention in behavior in grades K-5			
	5100	230-Group Insurance	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$7,735.00
			Notes: Group Insurance @ \$7,735.00 for 1 Behavior Intervention to do small group intervention in behavior in grades K-5			
	5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$278.33
			Notes: Early Retirement @ .51% for 1 Behavior Intervention to do small group intervention in behavior in grades K-5			
	5100	644-Computer Hardware Non-Capitalized	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$15,525.00
			Notes: 27 Dell Laptops for student use			
	5900	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A		\$4,000.00
			Notes: Extended Day Intervention - MATH: 5 teachers and 1 Instructional Intervention Coach for 19 sessions between December 2012 and April 2022.			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$1,995.00

			Notes: Transportation for Extended Day Intervention - MATH for 19 sessions between December 2012 and April 2022.			
	5900	220-Social Security	0111 - Joseph Williams Elem. School	Title, I Part A		\$325.76
			Notes: SSI Benefits for Extended Day Intervention - MATH			
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$44,514.44
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6110	160-Other Support Personnel	0111 - Joseph Williams Elem. School	UniSIG	0.25	\$7,620.00
			Notes: Family Liaison to work 2 additional hours per day .25 FTE (to add to 6 hours on TIPa); Additional 360 hours @ \$21.17 hour are needed to perform Home Visits beyond the regular school day, increase student engagement, and facilitate resources for families			
	6110	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$824.48
			Notes: Retirement @ 10.82% for the Family Liaison to work 2 additional hours per day .25 FTE (to add to 6 hours on TIPa); Additional 360 hours @ \$21.17 hour are needed to perform Home Visits beyond the regular school day, increase student engagement, and facilitate resources for families			
	6110	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$582.83
			Notes: SSI @ 7.65% for the Family Liaison to work 2 additional hours per day .25 FTE (to add to 6 hours on TIPa); Additional 360 hours @ \$21.17 hour are needed to perform Home Visits beyond the regular school day, increase student engagement, and facilitate resources for families			
	6110	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$38.79
			Notes: Early Retirement @ .51% for the Family Liaison to work 2 additional hours per day .25 FTE (to add to 6 hours on TIPa); Additional 360 hours @ \$21.17 hour are needed to perform Home Visits beyond the regular school day, increase student engagement, and facilitate resources for families			
	6110	330-Travel	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$550.00
			Notes: Monthly travel for Family Liaison \$50/month for 11 months needed to perform Home Visits beyond the regular school day, increase student engagement, and facilitate resources for families.			
	6110	160-Other Support Personnel	0111 - Joseph Williams Elem. School	Title, I Part A	0.75	\$22,071.40
			Notes: Family Liaison to work 6 hours per day .75 FTE (to add to 2 hours on UniSIG); to increase student engagement, improve attendance, and facilitate resources for families.			
	6110	210-Retirement	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$2,388.13
			Notes: Retirement @ 10.82% for the Family Liaison to work 6 hours per day .75 FTE (to add to 2 hours on UniSIG); to increase student engagement, improve attendance, and facilitate resources for families.			
	6110	220-Social Security	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$1,688.46
			Notes: SSI @ 7.65% for the Family Liaison to work 6 hours per day .75 FTE (to add to 2 hours on UniSIG); to increase student engagement, improve attendance, and facilitate resources for families.			
	6110	230-Group Insurance	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$7,735.00

			<i>Notes: Group Insurance at 7735.00 for the Family Liaison to work 6 hours per day .75 FTE (to add to 2 hours on UniSIG); to increase student engagement, improve attendance, and facilitate resources for families.</i>			
	6110	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$112.56
			<i>Notes: Early Retirement at .5% for the Family Liaison to work 6 hours per day .75 FTE (to add to 2 hours on UniSIG); to increase student engagement, improve attendance, and facilitate resources for families.</i>			
	6400	510-Supplies	0111 - Joseph Williams Elem. School	Title, I Part A	0.0	\$902.79
			<i>Notes: Staff Training: Student Engagement with white boards</i>			
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$23,793.30
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7730	330-Travel	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$663.50
			<i>Notes: BSI Summer Academy 2022 - 2 admin Travel including Per Diem @ \$80, mileage \$256.00, & hotel @327.50</i>			
	6400	330-Travel	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$327.25
			<i>Notes: BSI Summer Academy 2022 - 1 teacher Travel including Per Diem @ \$40, mileage \$125.00 hotel @ \$162.50</i>			
	6400	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$120.00
			<i>Notes: BSI Summer Academy 2022 - 1 teacher stipend for 6 hour @ \$20/hour</i>			
	6400	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$10.61
			<i>Notes: BSI Summer Academy 2022 SSI @ 7.65%</i>			
	6300	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$13,975.00
			<i>Notes: Collaborative Planning (Gear Up Week) 2022 - Stipends for 43 teachers for 16.25 hours over 3 days @ \$20/hour. The additional planning time will be used to design lesson aligned with state standards, effective student engagement, social emotional learning, and Culturally Responsive Teaching.</i>			
	6300	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$1,069.09
			<i>Notes: Social Security @ 7.65% for Collaborative Planning (Gear Up Week) 2022 Stipends for 43 teachers for 16.25 hours over 3 days @ \$20/hour. The additional planning time will be used to design lesson aligned with state standards, effective student engagement, social emotional learning, and Culturally Responsive Teaching.</i>			
	7300	110-Administrators	0111 - Joseph Williams Elem. School	UniSIG	1.0	\$3,175.20
			<i>Notes: AP Salary for July 2022 which is beyond the contract year. The AP will be involved in planning and delivering Summer Gear Up PD and activities. The AP will also be reviewing and analyzing the effectiveness of the interventions from 21-22 to determine if additional intervention supports are needed. In addition, the AP will identify students for those interventions and work with the Principal to evaluate the School Improvement Plan. This is for 80 total hours @ \$39.69/hour.</i>			
	7300	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$343.56
			<i>Notes: Retirement @ 10.82% for AP Salary for July 2022 which is beyond the contract year. The AP will be involved in planning and delivering Summer Gear Up PD and activities. The</i>			

			AP will also be reviewing and analyzing the effectiveness of the interventions from 21-22 to determine if additional intervention supports are needed. In addition, the AP will identify students			
	7300	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$242.90
			Notes: SSI @ 7.65% for AP Salary for July 2022 which is beyond the contract year. The AP will be involved in planning and delivering Summer Gear Up PD and activities. The AP will also be reviewing and analyzing the effectiveness of the			
	7300	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$16.19
			Notes: Early Retirement @ .51% AP Salary for July 2022 which is beyond the contract year. The AP will be involved in planning and delivering Summer Gear Up PD and activities. The AP will also be reviewing and analyzing the effectiveness of the interventions from 21-22 to determine if additional intervention supports are needed. In addition, the AP will identify students for those interventions and work with the Principal t			
	7800	330-Travel	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$630.00
			Notes: Kdg. Field Trip to CADE Museum - 45 students; \$14 per student in the Spring 2022 Feb-May			
	7800	330-Travel	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$770.00
			Notes: 1st Gr. Field Trip to CADE Museum - 55 students; \$14 per student in the Spring 2022 Feb-May			
	7800	330-Travel	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$1,050.00
			Notes: 2nd Gr. Field Trip to CADE Museum; 75 students; \$14 per student in the Spring 2022 Feb-May			
	7800	330-Travel	0111 - Joseph Williams Elem. School	UniSIG	0.0	\$1,400.00
			Notes: 3rd Gr Field Trip to CADE Museum; 100 students; \$14 per student in the Spring 2022 Feb-May			
					Total:	\$699,950.72