

St. Johns County School District

James A. Webster 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	12
Planning for Improvement	19
Positive Culture & Environment	31
Budget to Support Goals	32

James A. Webster Elementary School

420 N ORANGE ST, St Augustine, FL 32084

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

Demographics

Principal: Bethany Groves

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: C (47%) 2016-17: B (54%)
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 St. Johns County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	32

James A. Webster Elementary School

420 N ORANGE ST, St Augustine, FL 32084

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

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

School Grades History

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

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Groves, Bethany	Principal	<p>As the principal, responsibilities include oversight of all school systems and guides the vision for the overall school improvement plan. She participates in grade level PLCs and training in order to support the increased understanding of standards and instructional strategies for teachers as well as engages the teams and school in data analysis on a regular basis for the purpose of reflection and the adjustment of services and systems in order to maximize student success. She serves on the CORE MTSS team as well as shares in MTSS student meetings. She communicates school goals to parents and community partners and works to expand and embed the services of the Community Partnership School into the life of the community for the sake of improving academic achievement for students and the overall removal of barriers to success for all families. She guides the leadership team and grade level leaders in conversations that increase the capacity of the employees in order to provide more targeted instruction to students. She also evaluates teachers and other employees; providing feedback that encourage their growth and teamwork in the improvement process.</p>
Coates, Danielle	Assistant Principal	<p>Mrs. Coates' responsibilities include supporting the principal in the oversight of the whole school. Her main areas of oversight include overseeing the PLC process with teachers and supporting the ILC with this leadership. She participates in conversations about instruction and student achievement and gives feedback to teachers through walk-throughs and evaluations that support their growth as practitioners. She oversees textbooks and manages the instructional resources for all Tier 1, 2, and 3 systems. She oversees the Data Collection of the progress monitoring process and assists teachers in analyzing this data for the purpose of school improvement. Mrs Coates is a member of the Leadership Team, MTSS Team, and Literacy Team. She oversees the work of the interventionists and coordinates the work of the instructional coaches alongside the ILC. She also serves as LEA for about half of the student population supported with an IEP.</p>
Mead, Jessica	Assistant Principal	<p>Mrs. Mead's responsibilities include supporting the principal in the oversight of the whole school. Her main areas of oversight include overseeing the PBIS process with teachers and supporting the Behavior teams. She participates in conversations about instruction and student achievement and gives feedback to teachers through walk-throughs and evaluations that support their growth as practitioners. Mrs Mead is a member of the Leadership Team, MTSS Team, and Literacy Team. She oversees the work of the ESE and supports discipline throughout the school. She also serves as LEA for about half of the student population supported with an IEP.</p>
Hall, Rob	Instructional Coach	<p>Mr. Hall oversees and coordinates the MTSS Committee. He completes fidelity checks on interventions and assists teachers in writing MTSS plans and communicating with parents. He participates and leads PLCs, and provides trainings, models lessons, supports teachers is acquiring new instructional strategies through coaching cycles. He observes Literacy blocks and gives feedback to teachers. He coordinates and monitors I-Ready progress. He</p>

Name	Position Title	Job Duties and Responsibilities
		monitors school-wide data on behalf of the MTSS. team and communicates items and students that need intensive discussion.
Burney, Raleigh	Math Coach	Mr. Burney models math instruction for teachers. He participates in PLCs and provides trainings on math strategies. He is the primary support of math curriculum. He supports teachers with planning and creating assessments around standards. He monitors the math progress of the lowest quartile and provides small group interventions for Lowest Quartile in math, especially in 4th and 5th grades.
Guillo , Melissa	Psychologist	Mrs. Gullo is a member of the MTSS Core team. She supports the writing of plans, the collection of data and any need for testing that may support the identification of learning needs for our students. She also intervenes with small groups of students around social emotional needs who have a Tier 3 behavior plan and provides resources and lessons for Tier 1 SEL lessons. As a member of the ESE team, she oversees the need for reevaluation and better identification of learning needs for ESE students that are not making adequate growth.
Motley, Tina	SAC Member	Mrs. Motley supports students in 4th and 5th grade as the ELA interventionist. She also serves as our school SAC chair.

Demographic Information

Principal start date

Saturday 7/1/2017, Bethany Groves

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

0

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

8

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

480

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.

9

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	49	72	71	74	86	60	0	0	0	0	0	0	0	412
Attendance below 90 percent	5	10	13	20	23	12	0	0	0	0	0	0	0	83
One or more suspensions	0	5	4	10	14	6	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	0	13	6	5	0	0	0	0	0	0	0	24
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	9	14	0	0	0	0	0	0	0	23
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	2	27	17	0	0	0	0	0	0	0	0	0	46

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	7	20	10	14	0	0	0	0	0	0	0	53

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	1	10	10	14	18	15	0	0	0	0	0	0	0	68
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/1/2021

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	82	70	68	76	67	72	0	0	0	0	0	0	0	435
Attendance below 90 percent	12	5	6	6	2	9	0	0	0	0	0	0	0	40
One or more suspensions	4	2	0	4	3	4	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	7	8	11	0	0	0	0	0	0	0	26
Course failure in Math	0	0	0	4	8	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	7	9	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	5	10	18	0	0	0	0	0	0	0	33

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	2	11	9	19	0	0	0	0	0	0	0	45

The number of students identified as retainees:

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

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	82	70	68	76	67	72	0	0	0	0	0	0	0	435
Attendance below 90 percent	12	5	6	6	2	9	0	0	0	0	0	0	0	40
One or more suspensions	4	2	0	4	3	4	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	7	8	11	0	0	0	0	0	0	0	26
Course failure in Math	0	0	0	4	8	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	7	9	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	5	10	18	0	0	0	0	0	0	0	33

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	2	11	9	19	0	0	0	0	0	0	0	45

The number of students identified as retainees:

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

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				41%	75%	57%	39%	72%	56%
ELA Learning Gains				44%	67%	58%	42%	59%	55%
ELA Lowest 25th Percentile				39%	59%	53%	43%	50%	48%
Math Achievement				49%	77%	63%	54%	77%	62%
Math Learning Gains				40%	69%	62%	53%	67%	59%
Math Lowest 25th Percentile				21%	59%	51%	53%	58%	47%
Science Achievement				43%	72%	53%	45%	68%	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	46%	78%	-32%	58%	-12%
Cohort Comparison						
04	2021					
	2019	35%	77%	-42%	58%	-23%
Cohort Comparison		-46%				
05	2021					
	2019	34%	76%	-42%	56%	-22%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	82%	-25%	62%	-5%
Cohort Comparison						
04	2021					
	2019	47%	82%	-35%	64%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-57%				
05	2021					
	2019	34%	80%	-46%	60%	-26%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	73%	-36%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready

ESSA subgroup data based on district data from 2021 FSA in grades 3 - 5

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/4%	9/13%	18/25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	5/7%	18/25%
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/4%	8/11%	17/24%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/3%	6/8%	12/17%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/15%	18/24%	28/38%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/3%	12/16%	25/34%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/5%	8/9%	16/19%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/6%	7/8%	23/27%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/7%	9/15%	9/15%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/3%	14/23%	22/37%
	Economically Disadvantaged			
Science	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	31	59	80	46	59	69	17				
BLK	32	38		43	62		9				
HSP	45			55							
MUL	36			55							
WHT	50	59		58	64		37				
FRL	41	57	70	50	58		22				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	38	44	30	29	17	33				
BLK	29	35	29	36	35	22	16				
HSP	40			40							
WHT	46	50	47	53	43	21	58				
FRL	34	37	35	47	38	19	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	33	37	32	44	52	27				
BLK	26	38	44	40	28	29	17				
HSP	43	60		57	80						
WHT	43	40	44	62	67	68	57				
FRL	37	37	37	52	50	46	39				

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	56
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	
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	
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	37
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	50
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	46
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	54
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	50
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?

Although the 20-21 data has not yet been uploaded, raw data and district calculations indicate that overscores are improving from 17 - 18 and 18 - 19 data. Growth occurred greatest in the area of learning gains in ELA and math. All subgroups responded with learning gains in reading and math. Science has continued to decline and proficiency is improving only slowly with unstable peaks and valleys in the results over the last several years. 3rd grade tends to be the high point for proficiency numbers. Primary increases to a high of third grade and then achievement falls off to 5th grade as content gets more difficult.

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

The first observation is that all of our grade levels have very few, if any, students coming in at proficient and on grade level. ELA seems to take a greater hit than math overall. Moving students well into grade level proficiency must continue to be the goal, especially in the area of ELA.

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 are not starting well. Kindergarten proficiency numbers are only 25% which means 75% of our students are already behind. Then each grade level makes gains through the year, but starting numbers in the fall are drastically lower. Two hypotheses may contribute to this problem. The first is that students are not solidly on grade level when they leave school in the spring. The proficiency may just be close to grade level and not over expectations so when they have some summer regress, it moves them out of proficiency. The second theory is that our students are struggling to retain information over the summer. We had several more students attend summer school this past year than normal. We will be looking at their scores compared to others and see if a summer lag plays a significant impact in these students.

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

Our lowest quartile scored the greatest gains in both ELA and math. Learning gains overall in reading and math were also drastically improved.

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

Two major initiatives supported the improvement of the lowest quartile and learning gains overall. The first was the insertion of an intervention block for both ELA and math in which formative data on very standard specific skills were used to group students across classrooms in a grade level for the purpose of focused remediation. The second was also focused interventions during after school tutoring ELA was two days a week and math was also two days a week, which means many of our most struggling students received another 4 hours of small group instruction a week.

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

We are hoping to continue tutoring and potentially expand it to the students who are struggling, but also provide enrichment to students who are above grade level in achievement. We also are looking at beginning to differentiate centers during Tier 1 in 4th and 5th grades in a more specific manner with the intent of closing student specific achievement gaps.

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.

Teachers need to continue to work on engagement strategies, relationship building with students and planning time supported by coaches that support the deeper work in differentiation.

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

As the intervention process in both ELA and math continue with formatives based around the standards, the process should be able to continue more smoothly from year to year. It is also the goal that as more students reach proficiency at grade level, fewer students will need interventions in years to come. Title 1 dollars continue to support interventionists and tutoring in order to achieve these goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our current progress monitoring through I-Ready as well as our current 3rd grade FSA scores of 2021 indicate that the majority of our students are not proficient in the area of ELA. While our 3rd graders maintained a proficiency of 46% which they scored in 2019 and 2021, even through the challenges of the pandemic, there is still a majority of students without the foundational skills in literacy. Our I-Ready scores included earlier in the SIP indicate that only 25% of students in first and second grade are scoring at solid grade level achievement in reading. Third graders are progressing stronger at about a third of the grade proficient, but 4th and 5th graders on I-Ready are at 20% proficient according to end of the year, grade level proficiency.
Measurable Outcome:	On the 2022 FSA for ELA, our lowest quartile will score at at least 60% proficient and our overall achievement on FSA will also be at at least 50% proficient. Learning gains for all students on the FSA will also be at 60%
Monitoring:	Monitoring ELA progress will occur the following ways throughout the year. I-Ready diagnostic - 3X a year - grades K - 5th BAS Reading levels - at least 3x a year - grades K - 5th Dibels Fluency levels - at least 3x a year - grades K - 5th SIPPS & Foundations Phonics progress - fluidly as students progress through their levels - grades K - 5th District Common Focus Quizzes - 4 times a year over standards - grades 3 - 5 Classroom Formatives and Summatives - during every unit of study around standards - grades K - 5th
Person responsible for monitoring outcome:	Rob Hall (rob.hall@stjohns.k12.fl.us)
Evidence-based Strategy:	Students will receive engaging Tier 1 instruction based on state standards with formative and summative assessments embedded into the instructional cycle and Tier 2/3 small group instruction targeted at intensive instruction on areas of need as indicated by progress monitoring.
Rationale for Evidence-based Strategy:	Core instruction must be engaging and grounded in BEST standards as well as best literacy practices in order for students to become fluent in literacy. Adequate growth in literacy is extremely difficult unless effective Tier 1 classroom instruction exists on a regular basis. In addition, targeted small group interventions must address unique learning needs and gaps in order to support students in achieving grade level proficiency. Resources used in Tier 1 include SAVVAS, Foundations (K - 2), and I-Ready. Resources for Tier 2 and 3 include targeted Foundations, I-Ready targeted lessons, SIPPS, SIPPS Plus, SIPPS Extension, Wilson, literature circles, Literacy for Learning, Reading Eggs, Storyworks, Learning A - Z, RazKids, and Florida Support Coach.

Action Steps to Implement

Hire 3 Interventionists to work with small groups of students in a Tier 2 or Tier 3 targeted literacy intervention.

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

Teachers, administrators, interventionists and ESE teachers will meet in PLCs to examine standards, students' progress monitoring data and make adjustments to Tier 1 instruction and Tier 2/3 intervention groups based on data.

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

The school leadership team and district intervention team will meet after mid-year progress monitoring to analyze progress of school, grades, and students and then recommend and adopt adjustments meant to increase student achievement.

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

Teachers will receive regular feedback through walk-throughs based on the strategies, standards, and literacy instructional practices used in Tier 1 and 2. Coaching will be provided by school and district instructional coaches to provide instructional support as needed.

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

A Tier 2 ELA block will be embedded into the Master Schedule and used to provide small group interventions at least 2 days a week to all students whose data indicates the need.

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

Fund a Curriculum Resource Teacher and/or an Early Learning Standards Coach to support teachers in understanding and implementing the BEST ELA standards, to oversee the implementation of targeted interventions, to support teachers in PLCs as they focus on formative and summative assessments, and provide interventions to identified students.

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

The School-based Literacy Committee will meet monthly to examine literacy needs of school, plan events for students and families that promote literacy, and examine school-wide data in order to suggest adjustments in literacy practices and professional development targeted at improving both the instruction and achievement of literacy.

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

Regular professional development around the BEST standards, literacy best practices and engagement strategies will take place to increase the use of high-yield literacy strategies in the classroom during Tier 1 instruction.

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

Parent information and training will be provided to parents on strategies that can support and reinforce their child's developing literacy skills at home.

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

After school tutoring will start with the lowest quartile and expand to more students as funding becomes available. This tutoring will be at least 2 days a week.

Person Responsible Danielle Coates (danielle.coates@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The spring FSA results collected in 2019 as well as in-school progress monitoring using I-Ready during the 20-21 school year indicate the majority of our students are not proficient in math. Based on I-Ready, the year end assessments indicate that grade levels range from a low of 17% year end proficiency in 2nd grade to a high of 37% proficiency in 5th grade. All of these proficiency levels are below our goal of 60%. FSA proficiency comparisons between 2019 and 2021 data will be added once 2021 data is received.
Measurable Outcome:	On the 2022 FSA, school proficiency in math will be at least 60% and the proficiency of the bottom quartile will be at 60%. Learning gains for 4th and 5th grade students on FSA will also be 60%.
Monitoring:	Monitoring Math progress will occur the following ways throughout the year. I-Ready diagnostic - 3X a year - grades K - 5th District Common Focus Quizzes - 4 times a year over standards - grades 3 - 5 Classroom Formatives and Summatives - during every unit of study around standards - grades K - 5th
Person responsible for monitoring outcome:	Raleigh Burney (raleigh.burney@stjohns.k12.fl.us)
Evidence-based Strategy:	Students will receive engaging Tier 1 instruction based on state standards with formative and summative assessments embedded into the instructional cycle and Tier 2/3 small group instruction targeted at intensive instruction on areas of need as indicated by progress monitoring.
Rationale for Evidence-based Strategy:	Core instruction must be engaging and grounded in BEST standards as well as best mathematical practices in order for students to become proficient in math. Adequate growth in math is extremely difficult unless effective Tier 1 classroom instruction exists on a regular basis. In addition, targeted small group interventions must address unique learning needs and gaps in order to support students in achieving grade level proficiency. Resources used in Tier 1 include SAVVAS, Daily Math Fluency from Hand2Mind, MFAS Tasks from CPalms, I-Ready Toolkit and I-Ready's customized learning path. For Tier 2/3 interventions, resources include Reflex Math, Hand on Standards, MDIS, Reteach to build understanding, and ST Math.

Action Steps to Implement

Fund a math instructional coach who will observe teachers and provide feedback to teachers on strategies and practices in mathematics instruction, facilitate discussion and planning around the state standards, support teachers with formative and summative assessments on the standards, support the monitoring of student progress on the assessments and oversee the organization of student small groups into intervention groups based on progress monitoring data. Direct small group instruction will also occur to groups of Bottom Quartile students.

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

The school leadership team and district intervention team will meet after mid-year progress monitoring to analyze progress of school, grades, and students and then recommend and adopt adjustments meant to increase student achievement.

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

Teachers, administrators, interventionists and ESE teachers will meet in PLCs to examine standards, students' progress monitoring data and make adjustments to Tier 1 instruction and Tier 2/3 intervention groups based on data.

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

A Tier 2 ELA block will be embedded into the Master Schedule and used to provide small group interventions at least 2 days a week to all students whose data indicates the need.

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

Teachers will receive regular feedback through walk-throughs based on the strategies, standards, and literacy instructional practices used in Tier 1 and 2. Coaching will be provided by school and district coaches as needed to work on instructional needs.

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

Parent information and training will be provided to parents in order to assist them with skills and ideas that can support their child at home in their developing mathematical understanding.

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

Additional tutoring will be provided after school to the lowest quartile students and expanded to include as many other students as resources will support.

Person Responsible Danielle Coates (danielle.coates@stjohns.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our science scores continue to decline. We are currently projected by our district to have a science proficiency level of no greater than 30%. While reading and math continue to be the priority, intentional and aligned instruction in science must be addressed and supported in order to increase students' skills that will enable them to access higher learning at the next levels of schooling.

Measurable Outcome: On the 2022 FSA, Science Proficiency will be atleast 40% which represents an increase of at least 10% from 2021 projections.

Monitoring: Two Common Focus Quizzes will be created by our district and offered to our 5th graders. We also will be regularly using formative and summative assessments around the standards to identify progress and instructional needs for 5th graders.

Person responsible for monitoring outcome: Danielle Coates (danielle.coates@stjohns.k12.fl.us)

Evidence-based Strategy: Targeted science instruction will be intentionally provided that directly align with the standards and monitored regularly to check for student progress and mastery. 4th and 5th grade teachers will departmentalize to provide greater planning time with rigor for science.

Rationale for Evidence-based Strategy: By departmentalizing, teachers only have to deeply plan for two subjects instead of four. With this in mind, plans should be more deliberate and aligned to standards, incorporate more labs and hands-on discoveries, and include more rigor. Monitoring on a district level will also take place to assist in gauging the progress of our students.

Action Steps to Implement

The district elementary science specialist will plan regularly with 4th and 5th grade science teachers to align instructional practices with standards, embed insightful formative assessments and create summatives that mroe closely resemble FCAT science questions.

Person Responsible Danielle Coates (danielle.coates@stjohns.k12.fl.us)

School will purchase Generation Genius as a school-wide resource to increase exposure to science content both at school and home. Professional development will be provided to grade levels in order to assist teachers with the effective incorporation of this program into their science instruction.

Person Responsible Danielle Coates (danielle.coates@stjohns.k12.fl.us)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**Area of Focus Description and Rationale:**

Over the past couple of years at Webster, there have been some program additions, specifically EBD, and a lot of turn-over in the area of staff that have caused the PBIS system to struggle with consistency. Systems of recording accurate behavioral issues and a consistent response to those issues has been more heavily dependent on people rather than consistent systems. Referral rates continue to be higher than desired and out of school suspensions are also higher with some subgroups than others. By reviewing the data and putting in consistent expectations and systems with dedicated staff to implement, we believe the data will be a more accurate reflection of those students who really have intervention needs in this area. We also intend to use a school-wide themed Morning Meeting to teach SEL, behavior strategies, and Character Counts pillars as a means of supporting students in making choices that reflect more mentally and socially healthy students.

Measurable Outcome:

We want to reduce our Out of School suspensions and referrals by 50%. We would also like to see the number of students that are referral free increase to 90% of our total student body.

Monitoring:

The PBIS team will meet monthly to review referral and suspension data and problem solve around grade levels, classrooms and areas where concerns are spiking. The MTSS team will review individual student data around behavior plans and include the behavior specialist/team when discussing student needs and progress.

Person responsible for monitoring outcome:

Jessica Mead (jessica.mead@stjohns.k12.fl.us)

Evidence-based Strategy:

PBIS has a strong history of increasing positive school climate. CASEL also states that students who are taught about the five SEL domains as well as strategies to learn to self-regulate are more successful adults.

Rationale for Evidence-based Strategy:

The morning meeting is intended to provide direct instruction in character, behavior, emotion management, and social interactions that students may not be receiving outside the school setting. With the inclusion of strategies to self-regulate emotions and choices, students should be able to make more consistent, healthier choices in their interactions with others.

Action Steps to Implement

Morning Meetings will be held every day in every classroom using school-wide curriculum provided by administration.

Person Responsible

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

PBIS will be implemented and monitored for success by a behavior team, school-wide. This will include school-wide events to support positive choices.

Person Responsible

Jessica Mead (jessica.mead@stjohns.k12.fl.us)

Restorative discussions will be had with students as a part of the disciplinary process with the goal being restorative justice in as many cases as possible.

Person Responsible

Jessica Mead (jessica.mead@stjohns.k12.fl.us)

Professional development will be offered to whole staff and targeted individuals to support relationship building, engagement strategies, diversity and sensitivity training, Kagan strategies, CHAMPS strategies,

and Conscious Discipline in order to assist in engagin students and families in a manner that increases relationship, connections and success.

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

Develop a consistent and uniform system for referral management

Person
Responsible Jessica Mead (jessica.mead@stjohns.k12.fl.us)

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Our subgroup data indicates that our Black students are not succeeding at the rate of our overall school in terms of academic success. While we have improved with our 2020 - 2021 data, this is still our lowest performing subgroup.

Measurable Outcome: Our Black subgroup of students will score an overall 41% or higher as measured as an ESSA subgroup.

Monitoring: Every three weeks grade levels will examine progress monitoring data for this subgroup and discuss progress, challenges, and adjustments that need to be made. The MTSS and Leadership Teams will also regularly review their progress monitoring data which include attendance and behavior data as well as academic data.

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

Evidence-based Strategy: Targeted small group instruction given by people with established caring relationships will be given to support these students in making academic progress. Role models and mentors will also be incorporated so students can see Black adults as successful caring examples who are paying attention to them and their progress.

Rationale for Evidence-based Strategy: Our Black students are highly driven by relationships. They also respond better to small group instruction where they can receive more attention and specific instruction. This helps halt the cycle of shut down that many of them use in a large group setting when instruction becomes difficult.

Action Steps to Implement

Tutoring will be offered to all Black students who scored below grade level on the FSA. This tutoring will be targeted on the specific standards needed for mastery.

Person Responsible: Danielle Coates (danielle.coates@stjohns.k12.fl.us)

Leadership and service opportunities will be provided to all students with the deliberate inclusion of Black students that give them a greater opportunity to see school as a place where they desire to connect and succeed.

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

Two groups, Achievers with Dreams and Nu Nation of Men, will focus on providing mentoring, accountability, and encouragement for Black students from Black mentors.

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

#6. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: Although our 2020 - 2021 school data should indicate this group is above the 41% of ESSA monitoring, but because of Florida's temporary hold on ESSA monitoring we will continue to monitor for consistent growth for these students in order to continue to close the achievement gap.

Measurable Outcome: Our economically disadvantaged students will continue to score at or above 41%.

Monitoring: Every three weeks grade levels will examine progress monitoring data for this subgroup and discuss progress, challenges, and adjustments that need to be made. The MTSS and Leadership Teams will also regularly review their progress monitoring data which include attendance and behavior data as well as academic data.

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

Evidence-based Strategy: Targeted small group instruction given by people with established caring relationships will be given to support these students in making academic progress. Role models and mentors will also be incorporated.

Rationale for Evidence-based Strategy: Small group instruction targeted at specific standards needed for mastery has been successful with supporting these students to make the learning gains needed to start closing the achievement gap.

Action Steps to Implement

Tutoring will be offered to all economically disadvantaged students who scored below grade level on the FSA. This tutoring will be targeted on the specific standards needed for mastery.

Person Responsible: Danielle Coates (danielle.coates@stjohns.k12.fl.us)

Increased vocabulary exposure through word walls, word of the day and writing activities will support this subgroups which has struggled in the area of vocabulary due to the lack of a broad exposure to more life experiences and background knowledge.

Person Responsible: Danielle Coates (danielle.coates@stjohns.k12.fl.us)

Families demonstrating a need for resources to support their ability to support students adequately will be referred to our Community Partnership School program who will seek supports and resources to ensure family and student well-being and needs met so that the child can focus on academics.

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

#7. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale: Although our 2020 - 2021 school data should indicate this group is above the 41% of ESSA monitoring, but because of Florida's temporary hold on ESSA monitoring we will continue to monitor for consistent growth for these students in order to continue to close the achievement gap.

Measurable Outcome: Our Hispanic students will continue to score at or above 41%.

Monitoring: Every three weeks grade levels will examine progress monitoring data for this subgroup and discuss progress, challenges, and adjustments that need to be made. The MTSS and Leadership Teams will also regularly review their progress monitoring data which include attendance and behavior data as well as academic data.

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

Evidence-based Strategy: Targeted small group instruction given by people with established caring relationships will be given to support these students in making academic progress. Role models and mentors will also be incorporated.

Rationale for Evidence-based Strategy: Small group instruction targeted at specific standards needed for mastery has been successful with supporting these students to make the learning gains needed to start closing the achievement gap.

Action Steps to Implement

Tutoring will be provided to all students in the Hispanic subgroup who scored below grade level expectations on the FSA.

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

Translation and language support will be provided in Spanish to any students and family members who need translation in order to support the student's integration and success into academic school progress.

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

All students will receive reteaching in the classroom on standards not yet mastered in a small group setting to ensure understanding.

Person Responsible Danielle Coates (danielle.coates@stjohns.k12.fl.us)

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Although our 2020 - 2021 school data should indicate this group is above the 41% of ESSA monitoring, but because of Florida's temporary hold on ESSA monitoring we will continue to monitor for consistent growth for these students in order to continue to close the achievement gap.

Measurable Outcome: Our students with disabilities will continue to score at or above 41%.

Monitoring: Every three weeks grade levels will examine progress monitoring data for this subgroup and discuss progress, challenges, and adjustments that need to be made. The MTSS and Leadership Teams will also regularly review their progress monitoring data which include attendance and behavior data as well as academic data.

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

Evidence-based Strategy: Targeted small group instruction given by people with established caring relationships will be given to support these students in making academic progress. Role models and mentors will also be incorporated.

Rationale for Evidence-based Strategy: Small group instruction targeted at specific standards needed for mastery has been successful with supporting these students to make the learning gains needed to start closing the achievement gap.

Action Steps to Implement

Once a week, our ESE VE team will meet with school administration and district support to review two grade levels a week on student progress, barriers to successful instruction, materials used, and adjustments that need to be made.

Person Responsible: Danielle Coates (danielle.coates@stjohns.k12.fl.us)

Small group instruction will take place during intervention blocks so Core instruction remains in tact. Small group instruction will focus on closing achievement gaps with grade level standards.

Person Responsible: Jessica Mead (jessica.mead@stjohns.k12.fl.us)

Regular professional development will occur for staff as needed in order to support new programs and strategies that support engagement and targeted instruction.

Person Responsible: Danielle Coates (danielle.coates@stjohns.k12.fl.us)

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.

While overall, our elementary school has scored in the overall low range on the SafeSchoolsfor Alex site, we have seen a rise in out of school suspensions and referrals. We will be looking to see a decrease in both referrals and Out of school suspensions.

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.

Webster uses Florida's PBIS model to provide a Tier 1 foundation of school culture and positive interactions between everyone. Common expectations are reinforced by all staff members and reviewed in the cafeteria during lunch on a regular basis. Wolverine bucks are given to students in all settings to encourage and celebrate successful choices and desired character traits in action. Bucks can then be spent at a school store as well as in exchange for privileges and events throughout the school year. We also have been starting every day with Morning Meetings built around SEL skills, the 5 CASEL domains, and the 6 Character Counts pillars. These have a common theme which allows school-wide projects, vocabulary, and related arts to also support common themes.

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

The Webster staff works to provide Tier 1 SEL lessons and Character Counts lessons through morning meetings every day this school year. Related arts teachers and Behavior support people can reference the Tier 1 lessons and skills to reinforce these with students as they face challenges.

The Webster Administration provides the SEL/Character Counts morning meeting lessons and sets the expectations for whole school implementation of these lessons and the PBIS system. Common expectations for behavior have been established and the entire staff works to support students in the successful meeting of these expectation.

The PTO , SAC, and Commuinity Partnership School are all agencies that help provide opportunities for education, explanation, and support for parents and families in understanding the character teaching and SEL learning taking place at school. Additionally, they each support families in reinforcing these skills in their homes and extended families. Finally, these agencies are conduits for important bridge conversations between families and school employees in developing lessons and policies that help shape students with the values the school community holds in highest esteem.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$154,554.10
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	100-Salaries	0201 - James A. Webster Elementary School	UniSIG	1.0	\$50,176.00
			<i>Notes: Reading Interventionist</i>			
	6300	210-Retirement	0201 - James A. Webster Elementary School	UniSIG		\$5,017.60
			<i>Notes: Reading Interventionist retirement</i>			
	6300	220-Social Security	0201 - James A. Webster Elementary School	UniSIG		\$3,838.46
			<i>Notes: Reading Interventionist social security</i>			
	6300	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG		\$8,979.73
			<i>Notes: Reading Interventionist group insurance</i>			
	6300	231-Health and Hospitalization	0201 - James A. Webster Elementary School	UniSIG		\$501.76
			<i>Notes: Reading Interventionist health and hospitalization</i>			
	6300	232-Life Insurance	0201 - James A. Webster Elementary School	UniSIG		\$250.88
			<i>Notes: Reading Interventionist life insurance</i>			
	6300	234-Cafeteria Plan	0201 - James A. Webster Elementary School	UniSIG		\$25.09
			<i>Notes: Reading Interventionist cafeteria plan</i>			
	6300	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG		\$376.32
			<i>Notes: Reading Interventionist workers compensation</i>			
	5100	510-Supplies	0201 - James A. Webster Elementary School	UniSIG		\$2,832.00
			<i>Notes: Chart Paper, Markers, pens, pencils, workbooks, Foundations Consumables</i>			
	5100	369-Technology-Related Rentals	0201 - James A. Webster Elementary School	UniSIG		\$10,000.00
			<i>Notes: Subscriptions for ELA Students for i-Ready, Reading Eggs, Learning A to Z</i>			
	6300	100-Salaries	0201 - James A. Webster Elementary School	UniSIG	1.0	\$52,430.00
			<i>Notes: Reading Interventionist</i>			
	6300	210-Retirement	0201 - James A. Webster Elementary School	UniSIG		\$5,243.00
			<i>Notes: Reading Interventionist Retirement</i>			

	6300	220-Social Security	0201 - James A. Webster Elementary School	UniSIG		\$4,010.90
			<i>Notes: Reading Interventionist Social Security</i>			
	6300	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG		\$9,430.53
			<i>Notes: Reading Interventionist Group Insurance</i>			
	6300	231-Health and Hospitalization	0201 - James A. Webster Elementary School	UniSIG		\$524.30
			<i>Notes: Reading Interventionist Health and Hospitalization</i>			
	6300	232-Life Insurance	0201 - James A. Webster Elementary School	UniSIG		\$262.15
			<i>Notes: Reading Interventionist Life Insurance</i>			
	6300	234-Cafeteria Plan	0201 - James A. Webster Elementary School	UniSIG		\$262.15
			<i>Notes: Reading Interventionist Cafeteria Plan</i>			
	6300	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG		\$393.23
			<i>Notes: Reading Interventionist Workers Comp</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$65,655.90
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	100-Salaries	0201 - James A. Webster Elementary School	UniSIG	1.0	\$47,668.00
			<i>Notes: Math coach</i>			
	6400	210-Retirement	0201 - James A. Webster Elementary School	UniSIG		\$4,766.80
			<i>Notes: Math coach retirement</i>			
	6400	220-Social Security	0201 - James A. Webster Elementary School	UniSIG		\$3,646.60
			<i>Notes: Math coach social security</i>			
	6400	230-Group Insurance	0201 - James A. Webster Elementary School	UniSIG		\$8,478.14
			<i>Notes: Math coach group insurance</i>			
	6400	231-Health and Hospitalization	0201 - James A. Webster Elementary School	UniSIG		\$476.68
			<i>Notes: Math coach health and hospitalization</i>			
	6400	234-Cafeteria Plan	0201 - James A. Webster Elementary School	UniSIG		\$238.34
			<i>Notes: Math coach cafeteria plan</i>			
	6400	234-Cafeteria Plan	0201 - James A. Webster Elementary School	UniSIG		\$23.83
			<i>Notes: Math coach cafeteria plan</i>			

	6400	240-Workers Compensation	0201 - James A. Webster Elementary School	UniSIG		\$357.51
			Notes: Math coach workers compensation			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Hispanic				\$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
Total:						\$220,210.00