

Leon County Schools

John G Riley Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	17
Positive Culture & Environment	26
Budget to Support Goals	27

John G Riley Elementary School

1400 INDIANA ST, Tallahassee, FL 32304

<https://www.leonschools.net/riley>

Demographics

Principal: Maurice Stokes

Start Date for this Principal: 6/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grades History	<p>2018-19: D (32%)</p> <p>2017-18: C (46%)</p> <p>2016-17: D (35%)</p> <p>2015-16: C (41%)</p>
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	TIER 1
ESSA Status	[not available]
* 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 Leon 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of John G. Riley Elementary School is to collaborate with students, parents, and the community to develop positive relationships and motivate our scholars to achieve success at their highest possible level.

Provide the school's vision statement.

The vision of John G. Riley Elementary School will be to ensure our students an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscious contributors to our society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Gautney, Candace	Assistant Principal	As Assistant Principal, Mrs. Gautney will complete classroom walkthroughs and evaluations, then have data chats with teachers. She will share appropriate professional development opportunities with teachers and staff. She will also communicate with all stakeholders, and oversee MTSS meetings.
Stokes, Maurice	Principal	As Principal, Mr. Stokes will oversee procedures and process at the school. He will also communicate with all stakeholders and engage them in school events. He will complete classroom walkthroughs and observations, then have data chats with the teachers. Mr. Stokes will oversee the budget and recruit/hire qualified teachers and staff for Riley Elementary.
Robinson-Calloway, Gladys	Reading Coach	As the Reading Coach, Mrs. Robinson-Calloway will oversee interventions and scheduling of interventions. She will also have data chats with grade levels teams, individual teachers, and students. She will communicate with all stakeholders, and assist with professional development opportunities for teachers and staff.
Weeks, Kameelah	Instructional Coach	As the Instructional/Academic Coach, Ms. Weeks will oversee interventions and scheduling of interventions. She will also have data chats with grade levels teams, individual teachers, and students. She will communicate with all stakeholders, and assist with professional development opportunities for teachers and staff.

Demographic Information

Principal start date

Tuesday 6/22/2021, Maurice 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.*

2

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

0

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

479

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

14

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

1

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	88	94	86	93	101	69	0	0	0	0	0	0	0	531
Attendance below 90 percent	68	59	63	64	62	46	0	0	0	0	0	0	0	362
One or more suspensions	7	5	17	23	23	25	0	0	0	0	0	0	0	100
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	23	39	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	16	22	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	5	13	19	36	28	0	0	0	0	0	0	0	106

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	9	3	3	2	1	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	1	1	4	2	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Tuesday 6/22/2021

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	111	102	108	115	69	93	0	0	0	0	0	0	0	598
Attendance below 90 percent	46	31	41	35	33	31	0	0	0	0	0	0	0	217
One or more suspensions	9	6	4	17	39	33	0	0	0	0	0	0	0	108
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	25	23	39	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide Math assessment	0	0	0	21	16	22	0	0	0	0	0	0	0	59

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	1	1	1	17	12	25	0	0	0	0	0	0	0	57

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	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	1	0	5	2	2	0	0	0	0	0	0	0	10

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	111	102	108	115	69	93	0	0	0	0	0	0	0	598
Attendance below 90 percent	46	31	41	35	33	31	0	0	0	0	0	0	0	217
One or more suspensions	9	6	4	17	39	33	0	0	0	0	0	0	0	108
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	25	23	39	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide Math assessment	0	0	0	21	16	22	0	0	0	0	0	0	0	59

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	1	1	1	17	12	25	0	0	0	0	0	0	0	57

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	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	1	0	5	2	2	0	0	0	0	0	0	0	10

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	18%			26%	57%	57%	34%	57%	56%
ELA Learning Gains	42%			31%	54%	58%	47%	53%	55%
ELA Lowest 25th Percentile	41%			32%	47%	53%	59%	46%	48%
Math Achievement	11%			40%	64%	63%	51%	61%	62%
Math Learning Gains	19%			42%	63%	62%	57%	55%	59%
Math Lowest 25th Percentile	31%			34%	45%	51%	42%	40%	47%
Science Achievement	14%			16%	52%	53%	29%	52%	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	22%	61%	-39%	58%	-36%
Cohort Comparison						
04	2021					
	2019	20%	57%	-37%	58%	-38%
Cohort Comparison		-22%				
05	2021					
	2019	24%	56%	-32%	56%	-32%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	63%	-26%	62%	-25%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	66%	-15%	64%	-13%
Cohort Comparison		-37%				
05	2021					
	2019	25%	61%	-36%	60%	-35%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	17%	54%	-37%	53%	-36%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 1:

- Language Arts (STAR Early Literacy - Fall, Winter; STAR Reading - Spring)
- Mathematics (iReady - Fall, Winter, Spring)

Grade 2:

- Language Arts (STAR Reading - Fall, Winter, Spring)
- Mathematics (iReady - Fall, Winter, Spring)

Grade 3:

- Language Arts (STAR Reading - Fall, Winter, Spring)
- Mathematics (iReady - Fall, Winter, Spring)

Grade 4:

- Language Arts (STAR Reading - Fall, Winter, Spring)
- Mathematics (iReady - Fall, Winter, Spring)

Grade 5:

- Language Arts (STAR Reading - Fall, Winter, Spring)
- Mathematics (iReady - Fall, Winter, Spring)
- Science (District Assessments - Winter, Spring)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/12%	23/24%	19/20%
	Economically Disadvantaged	8/11%	18/24%	14/18%
	Students With Disabilities	0/0%	4/27%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/18%	10/11%	18/19%
	Economically Disadvantaged	14/18%	7/9%	12/16%
	Students With Disabilities	3/20%	0/0%	3/20%
	English Language Learners	0/0%	0/0%	2/22%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18/20%	17/19%	17/24%
	Economically Disadvantaged	16/23%	13/19%	12/17%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/13%	1/13%	2/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/7%	8/9%	10/11%
	Economically Disadvantaged	4/6%	5/7%	8/11%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/13%	0/0%	0/0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/12%	12/13%	13/14%
	Economically Disadvantaged	7/10%	9/13%	10/14%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/6%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/3%	6/6%	8/8%
	Economically Disadvantaged	3/4%	4/6%	5/7%
	Students With Disabilities	0/0%	0/0%	1/8%
	English Language Learners	0/0%	1/6%	1/6%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/8%	9/9%	10/10%
	Economically Disadvantaged	7/8%	8/9%	9/10%
	Students With Disabilities	1/5%	1/5%	1/5%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/1%	8/8%	16/16%
	Economically Disadvantaged	1/1%	7/8%	14/16%
	Students With Disabilities	0/0%	1/5%	2/10%
	English Language Learners	0/0%	0/0%	0/0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/11%	13/29%	27/52%
	Economically Disadvantaged	4/11%	13/29%	27/52%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/8%	16/22%	16/22%
	Economically Disadvantaged	4/7%	14/23%	15/25%
	Students With Disabilities	2/20%	1/10%	1/10%
	English Language Learners	0/0%	1/20%	1/20%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		13/18%	21/29%
	Economically Disadvantaged		11/18%	19/32%
	Students With Disabilities		0/0%	0/0%
	English Language Learners		0/0%	0/0%

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	7	33		5	33						
ELL	11			12							
BLK	16	39	43	8	17	27	10				
HSP	18			15							
MUL				20							
WHT	27			31							
FRL	18	42	36	10	20	33	15				
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	20	17		29	38	55	15				
ELL	17	27		75	85						
BLK	25	31	37	37	39	30	9				

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
HSP	16	21		47	69						
WHT	42			50							
FRL	26	30	30	40	43	34	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	31	25	27	50	42	20	20				
ELL	19	42		44	50						
BLK	34	44	65	52	55	41	31				
HSP	17	50		44	57						
WHT	50			50							
FRL	34	45	58	51	56	44	32				

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)	[not available]
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	20
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

Across all grade levels, subgroups, and core content areas, students are not achieving mastery at the highest level. Focusing on ELA progress monitoring data, in most areas, there are less than 20% of students that are proficient at the Spring assessment window. When focusing on the Spring progress monitoring assessments for Riley Elementary, by grade level, there were a maximum of 20% of students proficient in 1st grade, and a low of 10% proficient in 4th grade. For mathematics, the highest proficiency was in 5th grade, with 22% and a low of 8% in 3rd grade. Overall, there was single-digit proficiency in the subgroups of SWD and ELLs.

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

Overall, based off 2019 state assessments, ELA proficiency and Learning gains, Math Learning gains, Science, and in three subgroups (Students with Disabilities, Black/African American Students, and Economically Disadvantaged Students) demonstrate the need for improvement. Utilizing Riley Elementary's Progress monitoring data and 2019 assessments, math, ELA, learning gains, and all subgroups that consist of ten or more students enrolled are currently showing deficiencies.

Specifically, though, in the content area of math in the 20-21 school year, the decline in student performance is evident. The 2019 Math FSA Assessment, recorded our 3rd grade cohort at 37% proficient comparatively to the 20-21 3rd grade cohort that is currently demonstrating an 8% proficiency on the spring progress monitoring assessment. Fourth grade in 2019, was 51% proficient on the FSA math assessment comparative to the 2020-21 cohort at 16% on the spring assessment. Fifth grade 20-21 spring assessment reflected 16% of students being proficient compared to the 18-19 cohort earning a 24% proficiency rate. Based on trending data the ELL subgroup, have demonstrated the ability to earn above the 41% within the Federal Index Indicator with math being a strength. However, viewing the current progress monitoring data they are now demonstrating deficiencies in both core content area subjects math and 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?

The contributing factors to the need for improvement include lack of consistent student and teacher attendance, discipline concerns resulting in time out of the classroom, inconsistency with interventions, student's foundational knowledge, and a lack of teacher capacity. More precisely, the instructional ability to identify grade level standard-based instructional materials with the ability to implement rigorous Tier I instruction complemented with higher order questions to allow for students to be proficient learners. The new actions that would need to be taken to address the need for improvement would be positive support for appropriate attendance, a schoolwide discipline plan where all classes are using the same language related to discipline and redirection, professional learning communities, co-teaching models and a solid intervention schedule with specific staff members in place to provide interventions to all students in need.

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

Based on the progress monitoring data from 2020-2021 and the 2019 state assessments, the data component showing the most improvement is the area of 5th grade science. On the 2019 state assessment, 17% of students showed proficiency. Based on the 2020-2021 progress monitoring data, 29% of students showed proficiency on the spring administration of the assessment.

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

Partnering with the Challenger Learning Center in order to provide hands on activities, labs, and lessons to students throughout the year was a contributing factor to this improvement. Students getting hands on activities helped to make science concepts more concrete, leading to better understanding of the material being presented and then tested. The LCS Science curriculum developer met with the 5th grade team throughout the year to assist with planning, hands on activities, and test prep.

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

In order to accelerate learning, various strategies will be implemented. Monthly and weekly progress monitoring will take place in reading, math, and science in grades K-5. The following programs will be monitored monthly: STAR, STAR Math, Acaletics, and LEXIA. AIMS Web will be monitored biweekly and teachers will submit weekly progress monitoring data based on the standards. These data points will be analyzed during data chats in order to inform school-wide instructional decisions. Interventions will be based on student deficiencies reflected in the data. On-going professional development will be provided throughout the school year to support teachers in the areas of data, interventions, and effective instructional strategies.

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.

Throughout the school year, teachers will take part in professional development opportunities related to data chats, BEST Standards, classroom management, reading strategies, math problem solving, the 5E approach to science, and hands on science. These opportunities will be presented by LCS, FDLRS, and the school-based leadership team members..

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

As teachers complete professional development and utilize the new strategies in their classrooms, instructional coaches and administrators will make observations during walk throughs, co-teach, and perform regular classroom visits to ensure fidelity in the implementation of the strategies. Teachers will be given feedback, and more professional development will be offered to all teachers in order to ensure the strategies are being used effectively. Strategies that are effective will be built upon and utilized in future years. Strategies that are not effective for the student population may be changed to better meet the needs of our students.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: FOCUS ELA:
 Twenty-six percent (26%) of 3rd-5th grade students scored at a level 3 or higher in ELA on the 2019 FSA, which is an 8% decrease in proficiency from the 2018 FSA ELA. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 9.3%, with the largest achievement decrease being Students with Disabilities dropping by 11%. ELLs decreased from 19% proficiency in 2018 to 17% proficiency in 2019. The 2020-2021 progress monitoring data, showed no increase in the content area of ELA furthermore, indicating a significant decrease in foundational skills and overall proficiency in rising kindergarten through fourth grade students.
 Thirty-one percent (31%) of students made FSA ELA Learning Gains for 2019 which was a 16% decrease from the 2018 school year. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 12%, with Students with Disabilities dropping by 8%. ELLs decreased from 42% making learning gains in 2018 to 27% making learning gains in 2019. 2020-2021 progress monitoring data indicated ELA proficiency and learning gains would demonstrate a substantial decline for our ELLs and SWDS subgroups.

Measureable Outcome: FOCUS ELA
 Goal: At least 30% of SWD learners in grades 3-5 will perform at a level 3 or higher on the Spring 2022 FSA ELA.
 Goal: At least 35% of SWD learners in grades 3-5 will make reading learning gains as measured by the 2022 FSA ELA.
 Goal: At least 30% of ELL learners in grades 3-5 will perform at a level 3 or higher on the Spring 2022 FSA ELA.
 Goal: At least 35% of ELL learners in grades 3-5 will make reading learning gains as measured by the 2022 FSA ELA.

Monitoring: Beginning in August, goal setting for each student will take place after the baseline assessments for RLA and Math have been administered. Utilizing standards-based assessments weekly to progress monitor all students, feedback will be provided to each student weekly in regards to their progress. Data chats between teachers and instructional coaches will take place monthly. Data chats between teachers and students will also take place monthly, where students are tracking their goals and setting new goals for their progress. These chats will be monitored by administration. Specific strategies for Students with Disabilities as well as ELLs will be shared with teachers during the feedback and data chat sessions, as well as during grade level meetings in order to meet the needs of the SWD and ELL population. These strategies will be put in place in the classroom and monitored through walkthroughs and observations.

Person responsible for monitoring outcome: Candace Gautney (gautneyc@leonschools.net)

Evidence-based Strategy: Progress monitoring will take place by using iReady, STAR, Lexia, and AIMS Web. Collaboration and communication within grade level teams and with the instructional coaches will assist with goal setting for students and implementation of the strategies throughout the year. Specific strategies shared with teachers by instructional coaches will be utilized in the classrooms and monitored regularly. Teachers will adjust instruction as needed for SWDs and ELLs to ensure progress towards their goals.

Rationale for Evidence-based Strategy: There is a known correlation between the proficiency levels on the iReady and STAR progress monitoring assessments and achievement levels on the FSA assessments in ELA and Math for grades 3-5. By utilizing these progress monitoring tools regularly in the classroom, we can confidently project proficiency on statewide assessments, including students in the SWD and ELL subgroups. By consistently monitoring progress toward goals, our students in these subgroups will understand the steps needed to take for improvement.

Action Steps to Implement

Students will complete baseline progress monitoring assessments at the beginning of the school year, then set goals for their achievement throughout the year, with small goals for the next assessment, and a larger goal for the end of the year.

Person Responsible Kameelah Weeks (weeksk@leonschools.net)

Students will be administered progress monitoring opportunities weekly, consisting of standards-based assessments. Monthly, students will take STAR, iREADY, LEXIA, and AIMS Web. Students and teachers will record/chart scores and discuss progress towards achieving the set goal.

Person Responsible Gladys Robinson-Calloway (robinsongl3@leonschools.net)

Weekly feedback regarding student goal progress will be shared with teachers by the instructional coaches. Monthly, instructional coaches will hold data chats with teachers. Also, monthly, teachers will hold data chats with student where the progress toward their set goals will be discussed and new goals will be set.

Person Responsible Candace Gautney (gautneyc@leonschools.net)

Riley will be intentional with utilizing the following three Priority Indicators indicated in the 18-19 BPIE to plan for the 21-22 school year: 1) Administrators ensure collaborative planning is reflected in general and special educator schedules and instructional plans. 2) A multi-tiered system of student supports is used for all students with and without disabilities. 3) General and special education instructors regularly plan instruction together.

Person Responsible Candace Gautney (gautneyc@leonschools.net)

#2. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale:

In order for the students of Riley Elementary to show improvement and excel in all areas, there must be a positive school culture and environment. This starts with open communication and collaboration among all stakeholders to ensure high expectations. In the 2020-2021 school year, there were a total of 362 students at or below 90% attendance: 68 in K, 59 in 1st grade, 63 in 2nd grade, 64 in 3rd grade, 62 in 4th grade, and 46 in 5th grade. With students being out of school so often, they miss learning opportunities. In 2019, Riley also reported 2.4 discipline incidents per 100 students, which is higher than the state rate of 1.0 incidents per 100 students. Teacher attendance was also consistently reported as low through PMDR data through the BSI process. In the 2020-2021 school year, 14 instructional staff members chose to leave their employment at Riley.

Measureable Outcome:

Attendance: We would like to see a 50% decrease in the number of students reported at less than 90% attendance.
 Discipline: We would like to see a 50% decrease in discipline referrals for the school as a whole.
 Teacher attendance and Retention: We would like to see a decline in the number of days teaches are not in attendance as compared to the previous year, as well as 0 instructional staff members that choose to leave their employment.

Monitoring:

Attendance reports will be run regularly to ensure we are aware of which students are missing school. Parents/guardians will be contacted when students are missing school. A school-wide discipline plan will be in place where all teachers and staff are using the same language and all students are aware of the expectations. Discipline data will be reviewed monthly to address areas of concern with particular students, teachers, or grade levels. Interventions will be put in place to curb reoccurring issues. Teacher attendance will be monitored regularly and discussions will be held with those individuals who may be excessively absent.

Person responsible for monitoring outcome:

Maurice Stokes (stokem1@leonschools.net)

Evidence-based Strategy:

Teams will collaborate and plan together, building positive relationships that will add to the overall school culture and build morale. The behavior support team along with the leadership team will ensure that a school-wide discipline plan is being used by all teachers and staff members, with common language so all students are aware of expectations and consistency is upheld. Students of the week will be chosen based on academic, behavioral, attendance, and other criteria. Weekly celebrations will be held to highlight students in different areas. Awards celebrations will be held throughout the year for our scholars. Classroom incentives will be in place to motivate students to achieve at their highest level in all areas. Community partners will be engaged with staff and students often, due to community events throughout the year such as Farm Share, Backpack and supply giveaways, book fairs, family nights, and other events throughout the year.

Rationale for Evidence-based Strategy:

By involving all stakeholders in the culture and environment of Riley Elementary, we will change the culture in a positive way. When all pieces of a child's environment are united to assist with achievement of a certain goal, the student will achieve at a higher level. The students will know the expectations held. The parents will help by attending functions, communicating regularly with teachers, and ensuring their children are in attendance regularly. Teachers and staff will promote the positive climate by ensuring daily opportunities for success. The community will assist in this endeavor by participating in our events offered throughout the year.

Action Steps to Implement

Collect and share student attendance data, teacher attendance data, and discipline data regularly.

Person Responsible Candace Gautney (gautneyc@leonschools.net)

Organize community events throughout the year.

Person Responsible Maurice Stokes (stokem1@leonschools.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

FOCUS MATH

Forty percent (40%) of students in grades 3-5 scored a level 3 or higher on the 2019 FSA Math, which is an 11% decrease from the 2018 FSA Math results. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 15.7%, with the largest Achievement decrease being Students with Disabilities dropping by 21%. Forty-two percent (42%) of all 3rd-5th grade students made learning gains on the 2019 FSA Math, which was a 15% decrease from the previous year. Black/ African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 11%, with the largest Learning Gains decrease being Black/African American Students dropping by 16%. Thirty-four percent (34%) of 3rd-5th grade students in the lowest 25th percentile made learning gains on the 2019 FSA Math, which is an 8% decrease from the 2018 FSA Math. Black/African American Students and Economically Disadvantaged Students decreased by an average of 10.5%, however, Students with Disabilities increased by 35%. Sixteen percent (16%) of students in grade 5 scored at or above the proficiency level in science on the 2019 Science NGSSS Statewide Assessment, which is a 13% decrease from 2018 assessment. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 14.3%, with the largest Achievement decrease being Black/African American Students dropping by 22%.

Measureable Outcome:

FSA MATH

Goal: At least 30% of learners in grades 3-5 will perform at a level 3 or higher on the 2022 Math FSA.
 Goal: At least 60% of learners in grades 3-5 will make math learning gains as measured by the 2022 Math FSA.
 Goal: At least 55% of learners in grades 3-5 identified in the lowest 25th percentile will make math learning gains as measured by the 2022 FSA Math.

Monitoring:

Beginning in August, goal setting for each student will take place after the baseline assessments for Math have been administered. Utilizing standards-based assessments weekly to progress monitor all students, feedback will be provided to each student weekly in regards to their progress. Data chats between teachers and instructional coaches will take place monthly. Data chats between teachers and students will also take place monthly, where students are tracking their goals and setting new goals for their progress. These chats will be monitored by administration.

Person responsible for monitoring outcome:

Candace Gautney (gautneyc@leonschools.net)

Evidence-based Strategy:

Collaboration and communication within grade level teams and with the instructional coaches will assist with goal setting for students and implementation of the strategies throughout the year. Frameworks are provided to all teachers outlining how each lesson/subject should progress to hit all standards and skills for students. Professional learning opportunities based on classroom walkthroughs are being provided regularly. These professional development opportunities are meeting the needs of both teachers and students because they are directly tied to strengthening teachers in high yield areas and are based on student engagement and standards alignment. Progress monitoring data is being used to inform the decision making process around

choosing appropriate professional development opportunities for both school wide and small group/grade level/subject opportunities.

**Rationale
for
Evidence-
based
Strategy:**

There is a known correlation between the proficiency levels on the iReady progress monitoring assessments and achievement levels on the FSA assessments in Math for grades 3-5. By utilizing these progress monitoring tools regularly in the classroom, we can confidently project proficiency on statewide assessments. Furthermore, we will monitor individual students' progress in assigned interventions along with formal and informal classroom assessment data to determine on-going areas of need to ensure student success. Monitoring the data will ensure the school-wide intervention plan is fluid for all participating students throughout the school year.

Action Steps to Implement

Students will complete baseline progress monitoring assessments at the beginning of the school year, then set goals for their achievement throughout the year, with small goals for the next assessment, and a larger goal for the end of the year.

Person Responsible Kameelah Weeks (weeksk@leonschools.net)

Students will complete go Math Chapter Test, Ready Lesson Assessments, and mini assessments aligned with grade-leveled standards for Math and Science. Students and teachers will record/chart scores and discuss progress towards achieving the set goal.

Person Responsible Gladys Robinson-Calloway (robinsongl3@leonschools.net)

Weekly feedback regarding student goal progress will be shared with teachers by the instructional coaches. Monthly, instructional coaches will hold data chats with teachers. Also, monthly, teachers will hold data chats with students where the progress toward their set goals will be discussed and new goals will be set.

Person Responsible Candace Gautney (gautneyc@leonschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

FOCUS ELA

Twenty-six percent (26%) of 3rd-5th grade students scored at a level 3 or higher in ELA on the 2019 FSA, which is an 8% decrease in proficiency from the 2018 FSA ELA. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 9.3%, with the largest achievement decrease being Students with Disabilities dropping by 11%.

Thirty-one percent (31%) of students made FSA ELA Learning Gains for 2019 which was a 16% decrease from the 2018 school year. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 12%, with the largest drop in learning gains being Economically Disadvantaged Students decreasing by 15%. Thirty-two percent (32%) of students made FSA ELA Lowest 25% Learning Gains for 2019 which was a 14% decrease from 2018 FSA ELA. Black/African American Students and Economically Disadvantaged Students both decreased by a plummeting 28% in this component.

Measureable Outcome:

FOCUS ELA

Goal: At least 30% of learners in grades 3-5 will perform at a level 3 or higher on the Spring 2022 FSA ELA.

Grade 3: 27% Grade 4: 30% Grade 5: 33%

Goal: At least 60% of learners in grades 3-5 will make reading learning gains as measured by the 2022 FSA ELA.

Goal: At least 55% of learners identified in the lower 25th percentile will make reading learning gains as measured by the 2022 FSA ELA.

Monitoring:

Beginning in August, goal setting for each student will take place after the baseline assessments for ELA have been administered. Utilizing standards-based assessments weekly to progress monitor all students, feedback will be provided to each student weekly in regards to their progress. Data chats between teachers and instructional coaches will take place monthly. Data chats between teachers and students will also take place monthly, where students are tracking their goals and setting new goals for their progress. Walkthroughs will be conducted by administration, district, state, and the SRLD. Additional feedback will assist site administration to identify the current needs based on their site goals.

Person responsible for monitoring outcome:

Candace Gautney (gautneyc@leonschools.net)

Evidence-based Strategy:

Frameworks are provided to all teachers outlining how each lesson/subject should progress to hit all standards and skills for students.

Professional learning opportunities based on classroom walkthroughs are being provided regularly. These professional development opportunities are meeting the needs of both teachers and students because they are directly tied to strengthening teachers in high yield areas and are based on student engagement and standards alignment.

Progress monitoring data is being used to inform the decision making process around choosing appropriate professional development opportunities for both school wide and small group/grade level/subject opportunities.

Progress monitoring will take place by using iReady, STAR, Lexia, and AIMS Web.

Collaboration and communication within grade level teams and with the instructional coaches will assist with goal setting for students and implementation of the strategies throughout the year.

Rationale for Evidence-based Strategy:

There is a known correlation between the proficiency levels on the iReady assessments and achievement levels on the FSA assessments in ELA grades 3-5. By utilizing these progress monitoring tools regularly in the classroom, we can confidently project proficiency on statewide assessments. Furthermore, we will monitor individual students' progress in assigned interventions along with formal and informal classroom assessment data to determine on-going areas of need to ensure student success. Monitoring the data will ensure the school-wide intervention plan is fluid for all participating students throughout the school year.

Action Steps to Implement

Students will complete baseline progress monitoring assessments at the beginning of the school year, then set goals for their achievement throughout the year, with small goals for the next assessment, and a larger goal for the end of the year.

Person Responsible Kameelah Weeks (weeksk@leonschools.net)

Students will be administered progress monitoring opportunities weekly, consisting of standards-based assessments. Monthly, students will take STAR, iREADY, LEXIA, and AIMS Web. Students and teachers will record/chart scores and discuss progress towards achieving the set goal.

Person Responsible Gladys Robinson-Calloway (robinsongl3@leonschools.net)

Weekly feedback regarding student goal progress will be shared with teachers by the instructional coaches. Monthly, instructional coaches will hold data chats with teachers based off of Wonders and Ready Standards assessments. Also, monthly, teachers will hold data chats with students where the progress toward their set goals will be discussed and new goals will be set.

Person Responsible Candace Gautney (gautneyc@leonschools.net)

Riley Elementary School will partner with Kris Bray, the SLRD, for ongoing PLC's. The PLC topics will align with the administration's vision, the B.E.S.T. Standards and the feedback provided from walkthroughs.

Person Responsible Maurice Stokes (stokem1@leonschools.net)

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 upon 2019-20 data, the John G. Riley Elementary School ranked as Very High in School Incident Ranking. This ranking was based upon three parameters: Violent Incidents, Property Incidents, and Drug/ Public Order Incidents. With a student population of 592 students, the John G. Riley reported 2.4 incidents per 100 students. This ranking is higher than the statewide school incident rate of 1.0 incidents per 100 students, as well as the districts ranking.

One area of concern that needs to be addressed in the coming school year is the number of violent incidents. A second area of concern that needs to be addressed in the coming school year is the number of Drug/ Public Order incidents. These areas will not only be actively monitored, but we will also employ the use of our school wide discipline to curtail the number of incidents.

With the use of a three-pronged comprehensive school wide discipline plan the goal is to reduce the number of incidents for the school year. The Transitional Coach provided by the UniSig Extended Grant will be essential to ensuring this comprehensive approach is effective due to them monitor students' progress with the Dean and Administration. This three-pronged approach includes the use of D.O.S.R. (Discipline, Order, Structure, and Routine), Interventions, as well as Rewards and Incentives. We will establish a school wide discipline plan that is focused on D.O.S.R. (Discipline, Order, Structure, and Routine) which will set the basic expectations for student behavior, provide and established order that is to be observed campus-wide, having strong structure environment that is maintained campus wide, as well as clear routines for teachers and students to follow that serve to usher in a school culture paradigm shift. The intervention component of our plan will include analyzing discipline data, identifying student candidates for interventions, as well as identifying what classroom management techniques, social services, and incentives that may be needed to address those student needs. We will also utilize incentives for students who demonstrate appropriate behavior. For example, students would be rewarded for good behavior with Bear Bucks. These bear bucks can then be used to purchase special treats and snacks during lunch time. Rewards will also be used to encourage and inspire student academic achievement.

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.

Open communication and collaboration will be used to ensure high expectations are maintained throughout the year. Teams will collaborate and plan together, building positive relationships that will add to the overall school culture and build morale. The behavior support team along with the leadership team will ensure that a school-wide discipline plan is being used by all teachers and staff members, with common language so all students are aware of expectations and consistency is upheld. Students of the week will be chosen based on academic, behavioral, attendance, and other criteria. Weekly celebrations will be held to highlight students in different areas. Awards celebrations will be held throughout the year for our scholars. Classroom incentives will be in place to motivate students to achieve at their highest level in all areas.

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

The role of students is to follow the expectations of Riley Elementary School. Parents help in this endeavor by supporting their student, the teachers and staff by attending school functions, communicating regularly with teachers, and ensuring their child is in attendance. Teachers and staff promote a positive culture and environment by holding to their belief that all students can learn and will learn to their highest ability, and providing daily opportunities for success. Community partners are engaged with our staff and students often, due to community events held such as Farm Share, Backpack and supply giveaways, book fair, family nights, and other events throughout the year.

Part V: Budget

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$234,063.30
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0231 - John G Riley Elementary School	UniSIG		\$38,520.00
			<i>Notes: 4 hourly teacher positions to work with K-2nd students during afterschool for an additional three hours for 107 days at \$30 an hour. 4 teacher's x 3.0 hours/day x 107 days x \$30/hour = \$38,520</i>			
	5100	210-Retirement	0231 - John G Riley Elementary School	UniSIG		\$4,168.00
			<i>Notes: Benefits: Retirement for afterschool teachers \$38,520 x 10.82% =</i>			
	5100	220-Social Security	0231 - John G Riley Elementary School	UniSIG		\$2,847.00
			<i>Notes: Benefits: FICA for afterschool teachers \$38,520 x 7.65% =</i>			
	5100	240-Workers Compensation	0231 - John G Riley Elementary School	UniSIG		\$320.00
			<i>Notes: Benefits: Worker's Compensation for afterschool teachers \$38,520 x .90% =</i>			
	6300	130-Other Certified Instructional Personnel	0231 - John G Riley Elementary School	UniSIG	2.0	\$95,800.00
			<i>Notes: Math Coach- 1 at \$50,000 to provide data driven instruction strategies to teachers and perform pushin instructions for 3rd-5th grade students to help increase math fluency and comprehension while decreasing class size and instructional support to teachers. The math coach position is a continuing position with the same staff funded from UniSig. 1 ELA resource teacher at \$45,800 to provide data driven instruction strategies to teachers and perform pushin instructions for 3rd-5th grade students to help increase ELA fluency and</i>			

			<i>comprehension while decreasing class size and instructional support to teachers. The ELA resource teacher is an additional position not previously funded or staffed.</i>			
	6300	210-Retirement	0231 - John G Riley Elementary School	UniSIG		\$10,366.00
			<i>Notes: Benefits: Retirement for math coach and resource teachers \$95,800 x 10.82%=</i>			
	6300	220-Social Security	0231 - John G Riley Elementary School	UniSIG		\$7,329.00
			<i>Notes: Benefits: FICA for resource teacher \$95,800 x 7.65%= \$7,329.00</i>			
	6300	231-Health and Hospitalization	0231 - John G Riley Elementary School	UniSIG		\$12,700.00
			<i>Notes: Benefits: Health insurance for resource teachers @ \$6,350 each \$12,700</i>			
	6300	240-Workers Compensation	0231 - John G Riley Elementary School	UniSIG		\$863.00
			<i>Notes: Benefits: Workers compensation for resource teacher \$95,800 x .90%= \$863</i>			
	6300	232-Life Insurance	0231 - John G Riley Elementary School	UniSIG		\$164.00
			<i>Notes: Benefits: Life insurance for resource teacher \$82 x 2=\$164</i>			
	5100	120-Classroom Teachers	0231 - John G Riley Elementary School	UniSIG	1.0	\$45,700.00
			<i>Notes: 1 ESE teacher to work with 3rd-5th grades ESE students at \$45,700 each to provide data driven instruction, strategies and accommodations to increase learning gains. The ESE teacher position is an additional position not previously funded or staffed.</i>			
	5100	210-Retirement	0231 - John G Riley Elementary School	UniSIG		\$4,945.00
			<i>Notes: Benefits: Retirement for ESE teacher \$45,700 x 10.82%=</i>			
	5100	220-Social Security	0231 - John G Riley Elementary School	UniSIG		\$3,497.00
			<i>Notes: Benefits: FICA for ESE teacher \$45,700 x 7.65%= \$3,497</i>			
	5100	231-Health and Hospitalization	0231 - John G Riley Elementary School	UniSIG		\$6,350.00
			<i>Notes: Benefits: Health insurance for ESE teacher \$6,350</i>			
	5100	232-Life Insurance	0231 - John G Riley Elementary School	UniSIG		\$82.00
			<i>Notes: Benefits: Life Insurance for ESE teacher \$82</i>			
	5100	240-Workers Compensation	0231 - John G Riley Elementary School	UniSIG		\$412.30
			<i>Notes: Benefits: Workers' Comp for ESE teacher \$45,700 x .90%= \$412.30</i>			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$246,382.50