

Duval County Public Schools

Sallye B. Mathis Elementary School



2015-16 School Improvement Plan

Sallye B. Mathis Elementary School

3501 WINTON DR, Jacksonville, FL 32208

<http://www.duvalschools.org/sbmathis>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Sallye B. Mathis Elementary, our mission is to engage students in relevant inquiry based investigations of real world topics with a focus on science, technology, engineering and mathematics.

Provide the school's vision statement

Students will be fully engaged and demonstrate their understanding and learning by completing performance based projects and tasks. Students will work on appropriately rigorous content that prepares them for success in college and in the workforce while taking ownership of their learning.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Sallye B. Mathis Elementary, A STEM Academy, takes the first few weeks of school to get to know the students in the classrooms. We take the opportunity to find out interests, strengths, and areas of focus through interests inventories and baseline testing. Teachers utilize team building and relationship building protocols through the University of Florida Lastinger Center of Teaching and Learning. Administration, Instructional Coaches, and Guidance circulate to different classes to plan with teachers next steps and problem solve ways to build a better relationship and additional safety nets that students could be placed in. Administration and Coaches are constantly in Common Areas to meet and greet students, have conversations about expectations, and to get to know them. The Leadership Team has also started many Equity activities to challenge their attitudes, belief systems, and expectations for all students. These activities will challenge their Equity Consciousness and appreciate the different cultures, however, not use it as an excuse for why students can't do something. Every child deserves the very best education. In order to close the Achievement Gap, we must close the Opportunity Gap.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Sallye B. Mathis Elementary, A STEM Academy, follows the district expectation for student discipline and positive behavior systems. We have implemented CHAMPs/Foundation as the school wide Discipline Plan. We have established CHAMPs rules for the hallways, cafeteria, and dismissal areas. We have established a Foundations Team that oversees the implementation of CHAMPs school-wide and monitors Common Areas for possible review. All teachers implement CHAMPs in their classroom and in the common areas.

Morning duties have been established for all students, faculty, and staff. These are in place to ensure that all students are safe when arriving to school. Afternoon duties and dismissal procedures have been put in place to ensure that students are picked up and exit the campus safely.

Administration, Instructional Coaches, Guidance, and Teachers are constantly in Common Areas to meet and greet students, have conversations about expectations, and to get to know them. The expectation is that students know the adults in the building and that the adults know the students as well. This will build trust among students, parents, school officials, and the community.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Sallye B. Mathis utilizes the CHAMPs/Foundations program school-wide. This expectation is carried out by all teachers in the classroom and all instructional support members as well. Teachers went through a series of trainings during Pre-Planning and the Foundations Team meets monthly to fine tune our behavior plan and address common area needs (bathrooms, cafeteria, dismissal, code red drills). Our Leadership Team has undergone IPI Student Engagement Training through Lastinger Center and we collect engagement data periodically. This data is used for PD purposes and we train our teachers on engagement strategies to enhance student learning. Classroom Walkthroughs are done that focus on the 4 Pillars of Instruction and the commonalities are addressed through PD. Teacher needs are addressed during post conferences and strategies are given to move instruction/ behaviors to the next level. New teachers are given specific training towards their MINT program, which involves additional CHAMPs training, observations, and mentor observations. Behavior Assemblies were done for students at the beginning of the year and will be done as needed throughout the year. The school created a Positive Behavior Plan that was approved by the district and involves rewarding students for positive behavior. Students have the chance to earn STEM Bucks for teachers and staff when they follow school rules or do something positive in school. They have the opportunity to purchase items from the school store as a reward for their behavior. Behavior Field Trips are given to students that earn A's and B's in conduct each nine weeks as well.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We are a Full Service School so we submit referrals for students and families that may need additional services. Counselors will come out to the school and we also have an in house Behaviorist to meet with students and work with them on behavior or social needs. They will even work with the families if needed. Our Guidance Counselor has additional community contacts that she can contact to assist families and students (Dignity U Wear, Catholic Charities, Lutheran Services, etc). We have also made contact with additional agencies to have items donated to students and families identified for holiday assistance. Our school also hosted our first Community Fair before school started. This was a way for agencies to come in and offer assistance to parents/students that may need it. Our motto is if the family is taken care of then the child succeeds. We also have established a partnership with St. Pauls and they have a mentoring group that meets with our 4th and 5th grade boys once a week. Big Brothers and Big Sisters also mentors students in our school as well.

We also have implemented our Positive Behavior Incentive Program where our students can earn STEM Bucks for good behavior, good choices, and good character. Bi-weekly they can come to the STEM Store with the STEM bucks they have earned and purchase items (such as candy, food, and trinkets). We have organized character and conduct assemblies where students are rewarded for their good behavior and character. Student of the Month takes place each month and a student is chosen for their good character and model citizenship around the school.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90%- we provide breakfast prior to school beginning at 8:30am. This serves as an incentive for students to arrive on time each day. Students that are tardy must receive a tardy slip by the front desk. Accurate records are kept in FOCUS and through the Hero system. Attendance and tardy reports are pulled by our CRT Operator. Those reports are used to schedule conferences with

our Truancy Officer. Parents and students are placed on a contract. Violation of that contract will result in further action by the District Attorney. Students are also participating in highly engaged activities, so their attendance should not be effected.

One or more suspensions- we will provide multiple opportunities to correct the behaviors prior to suspension. Teacher and student will conference and possibly set up time out opportunities in other classrooms. Behavior plans and a referral to Full Service will occur prior to a suspension. Parent, Teacher, and Administration will conference to determine a plan of option.

Failure of ELA or Math classes- teachers will provide Rtl to students through small group and also partner with our VE Resource Teacher to provide additional instruction. Ongoing Progress Monitoring will occur to track their progress. Students will be referred to our Guidance Counselor and the MRT process if the data collected warrants a referral/testing. Conferences with parents will occur to track progress and determine next steps.

Level 1 on State Assessments- students often identified prior to the state assessment. We will provide small group, differentiated instruction to the students and provide on-going progress monitoring opportunities. Students will receive additional instruction through Interventionists and push in tutors. District Assessments will be used to determine areas of need and instruction will be delivered in those deficient areas.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	3	4	4	5	4	25
One or more suspensions	1	0	4	5	9	3	22
Course failure in ELA or Math	3	0	0	2	6	0	11
Level 1 on statewide assessment	0	0	0	12	0	0	12

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	5	5	5	9	7	32

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We will provide incentives/rewards for students regarding Attendance and Academics. Incentives and awards will range from Conduct Field Trips, Academic Parties, Double Digit Growth Parties for CGA testing, and perfect attendance during nine week awards.

Mentors will be assigned to our most at risk students and many will be in our "Young Guns" program with Bishop Guns. They meet weekly to learn about making the right choices and being a model citizen in the school. Student of the Month will also be conducted to recognize those that are exhibiting character traits that promote the academic and social success of students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/64647>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Over the summer, the Leadership Team renewed several partnerships within the Community. We re-established partnerships with St. Paul's Missionary Baptist Church. The renewed partnership will bring in a Mentor Group called the Young Guns, which will include many of our African American Males that are at-risk. Bishop Guns and other youth pastors will meet with the boys about life, academics, and making the right choices. They will meet once a week. Also volunteers from the different ministries will also assist the classroom teachers with various tasks and needs, from reading with students to assisting with organizing lessons.

Christ Church was another partner as well. We are trying to re-establish our Campus Beautification Projects through planting flowers, laying mulch, building sitting areas.

Ribault High will start their mentor programs again with our school. Many seniors will work with small groups to assist with reading, math, and science. They will also develop their big brother/big sister program as well.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Adkins, Kathleen	Principal
Hill, Biannca	Assistant Principal
Twigg, Madeline	Instructional Coach
Willis, Andrea	Instructional Coach
Harb, Zayna	Instructional Coach
Beaman, Sara	Instructional Coach
smith, edith	Guidance Counselor
Miller, Abigail	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- Principal/Assistant Principal(s): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- Academic Coach (es): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- RtI Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.
- School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Select General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Select Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Select ESOL Teachers: Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.
- Select personnel with technical expertise: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

The Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

MTSS: Teachers meet with coaches during their Instructional Grade Level Meetings to discuss curriculum and students. They will determine which students are not responding to the core curriculum and other supplemental curriculum pieces could be used for Tier 2 interventions. They would allow that intervention to take place for a few weeks and provide updates to student progress by looking at data collected by the teacher. The group would then come up with additional curriculum materials to use for Tier 3 interventions in addition to the Core Curriculum and Tier 2 interventions already in use. Tier 3 interventions would be administered and data would be collected over time. The group would look at the data collected to determine if the Guidance Counselor and VE Teacher would need to start the MRT Process.

SIP- The School Improvement Planning Team divides the prior year's SIP into different sections based off of the team members experience and content area. The team member is responsible for analyzing the goals and strategies- did we achieve the goal? Did the strategy work? Do we need a new strategy based on achievement or failure of the goal? Once team member completes their section, it is brought to the School Improvement Team for analysis. They look at the implementation of the strategy, monitoring of the strategy, resources, and barriers. Once that has been done the rest of the plan (non-content areas) will be put together. Teachers are provided copies of the SIP and highlight the areas that they are implementing and compare their student assessment data to the SIP Goals. The current student assessment data is compared to the SIP goals during Instructional Grade Level meetings and additional strategies are included if they are being implemented in the classroom. Mid-year review of the SIP is done and presented to SAC and Community Partners.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part D

District receives funds to support Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs such as STAR.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We also refer families to Ribault Family Resource Center.

SAI- Funds are used to provide additional tutoring to our At-Risk students in grades 3rd-5th.

Nutrition Programs- Fresh Fruit and Vegetable Program- students receive fresh fruits and vegetables three times a week starting in September and ending in March. Students sample the product and teachers integrate it into the Science Curriculum. Very beneficial for our students since they may eat or receive health

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yolanda Battles	Business/Community
Sharon Banks	Business/Community
Bishop John Guns	Business/Community
Neffratti Evans	Parent
Josiah Roberts	Parent
Kathleen Adkins	Principal
Zena Pearson	Education Support Employee
Laurie Lee	Teacher
Keisha Robinson	Teacher
Dibrenda Dorsey	Education Support Employee
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC's biggest complaint about last year's SIP was that it was too broad and did not give enough specifics on how the school was going to show improvement. The plan needed to have specific strategies that would be monitored by school officials and indicate specific data sets that would track improvement.

Development of this school improvement plan

A table will be available during both Community Fair and Open House for parents to sign up based off the content area they prefer. Stakeholders will be selected based off of need and experience, then they will be assigned groups to work in. Meetings will be set in advance at the first initial meeting. Each group will be given a section of the Improvement Plan to discuss and revise. They will then bring it back to the group at the next meeting for an overall group discussion and suggestions. The School Improvement Plan will be communicated to all stakeholders during Faculty Meetings and SAC/PTA Meetings. At our monthly meetings, we will always discuss our progress relating to the SIP and what we need to do to continuously improve. We will also provide a copy of the School Improvement Plan in the Parent Resource Room and the front office for stakeholders to view at anytime. We will distribute a State of the School Brochure that merges both the School Improvement Plan and the Parent Involvement Plan into stakeholder friendly language. Updates will also be in the monthly Newsletter.

Preparation of the school's annual budget and plan

After the 11 day count in the fall, the budget office determines the school's FTE and if the school has generated enough FTE for the positions allocated. Depending on the FTE, the school will keep all positions or cut a position. In order to determine this process, the school will go through Shared Decision to determine options available, ranking them from greatest need to the least need, and take those options back to their grade level for a vote.

In the Spring, the budget is an allocation plan based on the FTE from the spring. We review the allocation plan with the faculty and the SAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds were used to purchase additional intervention curriculum kits called Leveled Literacy. This intervention program will be used to work with our struggling readers and bottom quartile in grades K-4. Each kit varies in cost ranging from \$2,800.00 to \$4,800.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Adkins, Kathleen	Principal
Hill, Biannca	Assistant Principal
Twigg, Madeline	Instructional Coach
Willis, Andrea	Instructional Coach
Harb, Zayna	Instructional Coach
Beaman, Sara	Instructional Coach
smith, edith	Guidance Counselor
Miller, Abigail	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Team's major initiative will develop and organize professional development for all of the Literacy Teachers. In addition, the LLT will perform weekly classroom observations to ensure that Best Practices in Reading instruction are being implemented with fidelity on a daily basis. We meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

We started two years ago with discussing culture and how we move our culture from balkanized to collaborative. We put systems in place to change our culture to be more positive and collaborative. Teachers are given an hour each day for Common Planning. They are given different topics that they can discuss, such as lesson planning, looking at student work, analyzing data, or meeting with a coach for next steps. Those meeting minutes are turned into Administration so that we can offer additional support in specific areas. Administration shows support for a collaborative culture by organizing Instructional Rounds for teachers and by conducting walkthroughs to offer specific feedback to improve instruction and best practices. Great things are highlighted and shared with other teachers so that others

have the opportunity to see what is happening in their own school. We provide incentives for teachers on a regular basis to highlight their hard work. We also encourage a sense of team by starting the year off by having teachers/staff read a book that supports the mission for the year.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Strategy Person Responsible Time

1. Teacher Recruitment Fair Leadership Team 6/14/15
2. TFA Houston Principal 6/22/15
2. Monthly Beginning Teacher Meetings with Principal Principal/AP Ongoing
3. Providing Mentors for New Teachers Principal/AP August 2015
4. New Teacher/Mentor Meetings PDF/Teachers Ongoing

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentor Name- Colleen Delaney

Mentee Assigned- Trina Anderson

Rationale for Pairing -Ms. Anderson is an Interventionist and has taught both primary and intermediate. She has a proven track record of moving low performing students with the CGA assessment.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.

Mentor Name- Lindsey Black

Mentee Assigned- Nana Kearney

Rationale for Pairing -Ms. Kearney is a Reading Interventionist and has taught first grade for the past 4 years. She has a proven track record of moving low performing students. She has excellent classroom management and exhibits morale authority.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. The Reading, Math, and Science Coach will be provide to model lessons if needed.

Mentor Name- Will Aubin

Mentee Assigned- Maddie Twigg

Rationale for Pairing -Ms. Twigg is currently the Science Coach and has taught science to all grade levels.. She has a proven track record of moving low performing students per the FCAT results.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Science Coach will model lessons to establish best practices in a Science classroom.

Name- Amanda Valenti

Mentor Assigned- Stacey Cribb

Rationale for Pairing -Ms. Cribb has taught both 4th and 5th grade. She has a proven track record of moving low performing students with the FCAT assessment and I-Ready.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Math Coach is modeling lessons using the mathematical practices and strategies to teach Math concepts.

Name- Koel Reynolds

Mentor Assigned- Kelly Gleaton

Rationale for Pairing - Ms. Gleaton is currently the PreK DD teacher and grade level chair. She has a proven track record of moving students in PreK, Kindergarten, and 1st grade.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the ESE Site Coach will be modeling lessons using the ULS and the token economy.

Name- Tiarra Wells

Mentor Assigned- Stephanie Allen

Rationale for Pairing -Ms. Brass is a 1st-3rd grade CSS teacher and has a proven track record of moving low performing students. She has excellent classroom management and exhibits morale authority.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the ESE Site Coach will modeling lessons using the ULS and the token economy.

Mentor Name- Tatiana O'Neal

Mentee Assigned- Nana Kearney

Rationale for Pairing -Ms. Kearney is a Reading Interventionist and has taught first grade for the past 4 years. She has a proven track record of moving low performing students. She has excellent classroom management and exhibits morale authority.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. The Reading, Math, and Science Coach will be provide to model lessons if needed.

Mentor Name- Hannah Zimmerman

Mentee Assigned- Nana Kearney

Rationale for Pairing -Ms. Kearney is a Reading Interventionist and has taught first grade for the past 4 years. She has a proven track record of moving low performing students. She has excellent classroom management and exhibits morale authority.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. The Reading, Math, and Science Coach will be provide to model lessons if needed.

Mentor Name- Kacie Sledge

Mentee Assigned- Cristina Gonzalez

Rationale for Pairing -Ms. Gonzalez was a former Reading Coach and has taught 1st, 2nd, and 3rd grade during her career. She has a proven track record of moving low performing students. She has excellent classroom management and exhibits morale authority.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. The Reading, Math, and Science Coach will be provide to model lessons if needed.

Mentor Name- Silviana Osorio

Mentee Assigned- Trina Anderson

Rationale for Pairing -Ms. Anderson is an Interventionist and has taught both primary and intermediate. She has a proven track record of moving low performing students with the CGA assessment.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school instructional coaches sit down once a week with the teachers to look at alignment of standards and item specs, along with curriculum resources and the performance task. Then teachers are given additional time during the week to plan those rigorous, aligned lessons/performance tasks with their grade level to ensure it is also cross-curricular.

We also analyze the student work by using a protocol to determine the alignment and rigor. From there next steps are determined within teaching and professional development for teachers.

Teacher will also analyze data to determine small group instruction and meaningful centers, We will build in a monitoring system for students to track their data. Teachers and Leadership Team will conduct data chats with students and teachers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We utilize the data from the CGA Baseline to determine areas of need for all students and for small groups. For all students, we will teach the CG lessons that are geared for the high performing students (high expectations for all) that incorporates a Performance Task for a set of standards. We scaffold for students that need additional assistance. (In years past, we have focused our instruction on the bottom 5-10% and as a result we lose our higher performing students). We implemented a Pre Test/Post Test method last year when introducing a new concept or skill. Once teachers receive that data they can adjust instruction and they can determine mastery of that concept once it has been taught.

We will then develop small groups lessons based around their areas of need by creating explicit lessons from the item specs or other intervention programs. The lesson are mainly taken from I-Ready and are based around the skill deficiencies that have been identified from the Diagnostic. The skill based lessons are printed off and used during the 20 minute teacher led groups. Teachers see their struggling students everyday, their bubble students everyday during extra hour, and their high student at least twice a week. Other center activities are created from FCRR, the TTS from DAR, or the I-Ready Activity Books. The Reading Interventionist and the Math Push In tutor will also pull small groups to address additional student needs using some of the same resources but targeting other deficiencies so that they are remediating all needs. We will utilize our Reading and Math Interventionist as well to pull additional small groups around student needs.

Teachers meet with Admin and Coaches on a regular basis to look at academic progress of our Proficient students, Bubble students, and Bottom Quartile Students. As a group we triangulate the data to see if all data points correlate and to determine what is working and what is not. The teacher, the interventionist, and the coach determine the next intervention or if another skill needs to be addressed. They plan extension activities and rearrange groups if needed. Coaches will also pull small groups during center rotations starting in January as well.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 540

Students sign up to remain on campus for an additional 3 hours to complete homework assignments and extra curricular activities.

Strategy Rationale

Academic Needs based around additional Math and Science Instruction

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Adkins, Kathleen , johnsonk5@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Leadership Team compares the academic and behavioral data to determine the success of students attending Team-up verses non-attendees.

Strategy: Extended School Day

Minutes added to school year: 180

Students will be provided an extra hour of Reading Instruction each day

Strategy Rationale

Based on low Reading Performance on State Assessments, school was designated as a Bottom 300 school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Adkins, Kathleen , johnsonk5@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

CGA Reading Data will be analyzed to see student improvement;

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Sallye B. Mathis Elementary has implemented a Pre-K Program for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title 1 funds. Therefore, the program has stringent guidelines and procedures to adhere to. Currently, the enrollment for Pre-K is 18 and

both parents and students must adhere to Pre-K's policies as well. Students who attend and master the Pre-K objectives (academic and social) should have a successful transition into an elementary program.

Within the first 30 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention. They will also utilize the I-Ready program and the diagnostic will determine where they currently are and what areas of deficiency need to be addressed. Based off their level will determine if they need to take the DAR assessment.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Real world experiences are incorporated in lesson plans as appropriate

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students are allowed to participate in field studies that relate to their instruction.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

School Counselor teacher classes to incorporate real world experiences and encourage career readiness

Community Leaders volunteer during our Vertical Articulation Days to discuss careers and how their education prepared them for college and career. Many careers will be based around the STEM fields.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers actively participate in Common Planning and PLC's to dive deeper into the curriculum and use assessments to make instructional decisions, then student achievement will increase

- G2.** If the PBIS Model is implemented with fidelity, then students will feel safe and student discipline infractions will decrease

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers actively participate in Common Planning and PLC's to dive deeper into the curriculum and use assessments to make instructional decisions, then student achievement will increase **1a**

G071870

Targets Supported **1b**

Indicator	Annual Target
Instructional Minutes	62.0

Resources Available to Support the Goal **2**

- Time set aside for Common Planning daily
- Instructional Support (Coaches)
- Curriculum Guide and Curriculum
- Mid-Module and End of Module Assessments to analyze and adjust if needed
- Interactive Journals to document student work and progress
- Planning Map/Notes to show modifications
- Standards

Targeted Barriers to Achieving the Goal **3**

- Lack of Content Knowledge and Curriculum Familiarity

Plan to Monitor Progress Toward G1. **8**

We will analyze Mid-Module and End of Module Assessment data, I-Ready and Achieves data, as well as Observational data

Person Responsible

Kathleen Adkins

Schedule

Monthly, from 10/6/2014 to 5/22/2015

Evidence of Completion

Student Work, Assessment data, Anecdotal Notes, and Observation Feedback

G2. If the PBIS Model is implemented with fidelity, then students will feel safe and student discipline infractions will decrease **1a**

G071871

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	62.0

Resources Available to Support the Goal **2**

- PBIS Support
- CHAMPs resources
- Incentive Plan/HERO
- PD around Equity and Poverty
- Gallup Survey Data
- TNTP Data

Targeted Barriers to Achieving the Goal **3**

- PBIS was not implemented with fidelity last year

Plan to Monitor Progress Toward G2. **8**

We will compare referral data and STEM store data (HERO points) from the 2014-2015 school year to the 2015-2016 school year

Person Responsible

Kathleen Adkins

Schedule

Semiannually, from 9/15/2015 to 5/24/2016

Evidence of Completion

Monthly referral data, semester referral data, end of year data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers actively participate in Common Planning and PLC's to dive deeper into the curriculum and use assessments to make instructional decisions, then student achievement will increase **1**

 G071870

G1.B1 Lack of Content Knowledge and Curriculum Familiarity **2**

 B187413

G1.B1.S1 Common Planning happens daily; One day is with Coaches and another day is PLC **4**

 S198881

Strategy Rationale

To build content knowledge of subject area and confidence/familiarity in the curriculum they are teaching; Allowing teachers the opportunity to modify based on assessment data and to make it their own with coaching support.

Action Step 1 **5**

Utilize Common Planning and PLC's to plan all parts of the lesson and utilize assessments to modify or add to the lessons for delivery

Person Responsible

Kathleen Adkins

Schedule

Daily, from 9/15/2015 to 5/31/2016

Evidence of Completion

Intervention data and anecdotal notes, pre/post assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

We will monitor the Planning Guide and Notes for the lessons discussed and modifications made;
We will look at the Assessments that are created or modified and the data for next steps

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 10/6/2015 to 5/24/2016

Evidence of Completion

Agendas; Notes for Planning; Planning Sheets and Assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We will conduct walkthroughs to see implementation and modifications; Assessment data to look for achievement increases

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 10/6/2015 to 5/24/2016

Evidence of Completion

Assessment Data; Observation Notes and Feedback to teachers

G2. If the PBIS Model is implemented with fidelity, then students will feel safe and student discipline infractions will decrease **1**

G071871

G2.B1 PBIS was not implemented with fidelity last year **2**

B187414

G2.B1.S1 To build a safe and positive learning environment for all students. To reinforce positive behavior for all students and so that teachers build a positive relationship with their students. **4**

S198882

Strategy Rationale

To build a safe and positive learning environment for all students. To reinforce positive behavior for all students and so that teachers build a positive relationship with their students.

Action Step 1 **5**

We will implement the PBIS Model with fidelity (school-wide), emphasizing the HERO program to reinforce positive behavior and provide incentives to students and provide training to teachers on EQUITY to build relationships with students.

Person Responsible

Kathleen Adkins

Schedule

Weekly, from 9/15/2015 to 5/24/2016

Evidence of Completion

We will monitor the HERO System and conduct walkthroughs to see the plan implemented

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Admin will monitor the use of the HERO Program for positive reinforcement and conduct classroom walkthroughs to ensure Equity strategies and CHAMPS is being implemented

Person Responsible

Bianca Hill

Schedule

Weekly, from 9/15/2015 to 5/24/2016

Evidence of Completion

Walk through forms, CAST Evaluations, Hero Data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

We will pull Hero data (STEM Bucks) and students will be allowed to use them at the STEM store and we will pull referral data each nine weeks to track progress of high flyers.

Person Responsible

Kathleen Adkins

Schedule

Monthly, from 10/6/2015 to 5/17/2016

Evidence of Completion

Referral Data and HERO data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Utilize Common Planning and PLC's to plan all parts of the lesson and utilize assessments to modify or add to the lessons for delivery	Adkins, Kathleen	9/15/2015	Intervention data and anecdotal notes, pre/post assessments	5/31/2016 daily
G2.B1.S1.A1	We will implement the PBIS Model with fidelity (school-wide), emphasizing the HERO program to reinforce positive behavior and provide incentives to students and provide training to teachers on EQUITY to build relationships with students.	Adkins, Kathleen	9/15/2015	We will monitor the HERO System and conduct walkthroughs to see the plan implemented	5/24/2016 weekly
G1.MA1	We will analyze Mid-Module and End of Module Assessment data, I-Ready and Achieves data, as well as Observational data	Adkins, Kathleen	10/6/2014	Student Work, Assessment data, Anecdotal Notes, and Observation Feedback	5/22/2015 monthly
G1.B1.S1.MA1	We will conduct walkthroughs to see implementation and modifications; Assessment data to look for achievement increases	Adkins, Kathleen	10/6/2015	Assessment Data; Observation Notes and Feedback to teachers	5/24/2016 biweekly
G1.B1.S1.MA1	We will monitor the Planning Guide and Notes for the lessons discussed and modifications made; We will look at the Assessments that are created or modified and the data for next steps	Adkins, Kathleen	10/6/2015	Agendas; Notes for Planning; Planning Sheets and Assessments	5/24/2016 biweekly
G2.MA1	We will compare referral data and STEM store data (HERO points) from the 2014-2015 school year to the 2015-2016 school year	Adkins, Kathleen	9/15/2015	Monthly referral data, semester referral data, end of year data	5/24/2016 semiannually
G2.B1.S1.MA1	We will pull Hero data (STEM Bucks) and students will be allowed to use them at the STEM store and we will pull referral data each nine weeks to track progress of high flyers.	Adkins, Kathleen	10/6/2015	Referral Data and HERO data	5/17/2016 monthly
G2.B1.S1.MA1	Admin will monitor the use of the HERO Program for positive reinforcement and conduct classroom walkthroughs to	Hill, Biannca	9/15/2015	Walk through forms, CAST Evaluations, Hero Data	5/24/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	ensure Equity strategies and CHAMPs is being implemented				

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers actively participate in Common Planning and PLC's to dive deeper into the curriculum and use assessments to make instructional decisions, then student achievement will increase

G1.B1 Lack of Content Knowledge and Curriculum Familiarity

G1.B1.S1 Common Planning happens daily; One day is with Coaches and another day is PLC

PD Opportunity 1

Utilize Common Planning and PLC's to plan all parts of the lesson and utilize assessments to modify or add to the lessons for delivery

Facilitator

Andrea Willis, Reading Coach; Zayna Harb, Math Coach; Madeline Twigg, Science Coach

Participants

K-5 Teachers

Schedule

Daily, from 9/15/2015 to 5/31/2016

G2. If the PBIS Model is implemented with fidelity, then students will feel safe and student discipline infractions will decrease

G2.B1 PBIS was not implemented with fidelity last year

G2.B1.S1 To build a safe and positive learning environment for all students. To reinforce positive behavior for all students and so that teachers build a positive relationship with their students.

PD Opportunity 1

We will implement the PBIS Model with fidelity (school-wide), emphasizing the HERO program to reinforce positive behavior and provide incentives to students and provide training to teachers on EQUITY to build relationships with students.

Facilitator

Kathleen Adkins

Participants

All Content Teachers (K-5)

Schedule

Weekly, from 9/15/2015 to 5/24/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B1.S1.A1	Utilize Common Planning and PLC's to plan all parts of the lesson and utilize assessments to modify or add to the lessons for delivery	\$0.00
2	G2.B1.S1.A1	We will implement the PBIS Model with fidelity (school-wide), emphasizing the HERO program to reinforce positive behavior and provide incentives to students and provide training to teachers on EQUITY to build relationships with students.	\$0.00
			Total: \$0.00