

Duval County Public Schools

Sallye B. Mathis Elementary School



2017-18 Schoolwide Improvement Plan

Sallye B. Mathis Elementary School

3501 WINTON DR, Jacksonville, FL 32208

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	F

**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 is pending approval by the Duval County School Board.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sallye B. Mathis Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 is also focusing on Collective Efficacy 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.

b. 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 a Positive Behavior Plan. Our plan focuses on rewarding positive choices and our measures of success (Citizens of Character, Stewardship, Attitudes of Empowerment, Growth and Achievement). Students have the opportunity to earn STEM Bucks for meeting the measures and making good choices. The STEM Bucks can be used at our STEM Store to purchase candy, drinks, and other items. Students are also provided the opportunity for Restorative Justice so that they can earn points back and reset. 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.

c. 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). We have created Measures of Success and our behavior charts mirror those. Students earn points (Stem Bucks) that can be used at our reward store (STEM Store). The Measures of Success will also be factored into daily conduct grades for students. Classroom Walkthroughs are done that focus on the Measures and also Student Engagement 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 New Teacher 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 as needed. Behavior Field Trips are given to students that earn A's and B's in conduct each nine weeks as well.

d. 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 4th Annual 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 our on-site therapist 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.

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

1. 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	
Attendance below 90 percent	5	3	4	4	5	4	0	0	0	0	0	0	0	25
One or more suspensions	1	0	4	5	9	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	3	0	0	2	6	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	12	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	5	5	5	9	7	0	0	0	0	0	0	0	32

c. 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 and Uniform Parties, Academic Parties, Double Digit Growth Parties for Blended Learning Diagnostics/Level Sets, 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 through Team Up to learn about making the right choices and being a model citizen in the school. Student (Superhero) of the Month will also be conducted to recognize those that are exhibiting character traits that promote the academic and social success of students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

See Parent Involvement Plan

2. 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 past few years, the Leadership Team has renewed several partnerships within the Community. We re-established partnerships with St. Paul's Missionary Baptist Church. The renewed partnership has brought in a Mentoring Group called the Young Guns, which includes 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.

We are trying to re-establish partnerships to assist with 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Adkins, Kathleen	Principal
Harb, Zayna	Instructional Coach
Smith, Edith	School Counselor
Miller, Abigail	Instructional Coach
Johnson, Jaime	Assistant Principal

b. Duties

1. 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 the core content standards/programs and Rtl; conducts assessment of Core Curriculum and Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support core content standards/programs and Rtl implementation; and communicates with parents regarding school-based assessments, academics, and Rtl 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.
- 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.

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 Rtl to inform instruction and made mid-course adjustments as data are analyzed.

2. 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.

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 1, PreK

All Title 1 PreK participate in the Back-Pack Program

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Yolanda Battles	Business/Community
Sharon Banks	Business/Community
Neffratti Evans	Parent
Kathleen Adkins	Principal
Latonya Young	Parent
Jennifer Minor	Parent
Rachel Moreland	Parent
Jonica Frison	Parent
Aisha Faust	Education Support Employee
Cyntoria Thomas	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. Preparation of the school's annual budget and plan

After the 10 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.

2. 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 Coach LAFS and MAFS from Curriculum Associates. This intervention program will be used to work with our struggling readers and bottom quartile in grades 2-5. Each varies in cost ranging from \$1,000.00 to \$1,800.00.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Adkins, Kathleen	Principal
Harb, Zayna	Instructional Coach
Smith, Edith	School Counselor
Miller, Abigail	Instructional Coach
Johnson, Jaime	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

We started three 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 forty-five minutes 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.

2. 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 June 2017
2. Monthly Beginning Teacher Meetings with Principal/Principal/AP Ongoing
3. Providing Mentors for New Teachers Principal/AP August 2017
4. New Teacher/Mentor Meetings PDF/Teachers Ongoing

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

Mentor Name- Matthew Graves

Mentee Assigned- Dane Baird

Rationale for Pairing -Mr. Graves is a CSS Teacher and has taught both primary and intermediate CSS students. He has a proven track record of moving students with disabilities through data and communication growth.

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.

Mentor Name- Latonya Young

Mentee Assigned- Devin Moore

Rationale for Pairing -Ms. Young is a first grade teacher and has taught first grade for the past 3 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 and Math Coach will be provide to model lessons if needed.

Name- Sarah Johnson

Mentor Assigned- Cristina Gonzalez

Rationale for Pairing -Ms. Gonzalez is currently the 3rd grade Science Teacher 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, Coaches will model lessons to establish best practices in a Science classroom.

Name- Kayleigh Williams

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 District Science Coach is modeling lessons using best practices to teach Science concepts.

Name- Jennifer Minor

Mentor Assigned- Stephanie Allen

Rationale for Pairing -Ms. Allen is a Kindergarten 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- Christopher Collinsworth

Mentee Assigned- Sara Raynor

Rationale for Pairing -Mr. Collinsworth is a CSS Site Coach and has taught both third and fourth grade CSS and Middle School. He 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.

Mentor Name- Stephanie Allen

Mentee Assigned- Lolita Chishlom

Rationale for Pairing -Ms. Allen is a Kindergarten CSS teacher and has taught CSS for the past 7 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 CSS Site Coach will be provide to model lessons if needed.

Mentor Name- Chris Collinsworth

Mentee Assigned- Leron Peterson

Rationale for Pairing -Mr. Collinsworth is a CSS Site Coach and has taught both third and fourth grade CSS and Middle School. He 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.

Mentor Name- Joanne Barr

Mentee Assigned- Kerriane Schwetz

Rationale for Pairing -Ms. Barr is a PreK Teacher and has taught DD prior. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 and in house assessments 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 will adjust lessons if needed and add supplemental lessons as well. Teachers will assess and use that data to 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, 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 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.

2. 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;

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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

2. 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.

3. 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 . Transition Night occurs in May and many middle schools, high schools, and colleges are invited to give information to students and parents.

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 the school and teachers provide opportunities for student independence and real world academic enrichment, then student ownership and achievement will increase

- G2.** If all learning tasks and activities are planned and facilitated to meet both student need and the expectation of the Standard(s), then the academic climate of the school will continue to improve and student achievement will increase.

- G3.** If we implement our Measures of Success with fidelity, then our discipline referrals will decrease and our Academic Achievement will increase

Strategic Goals Detail

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

G1. If the school and teachers provide opportunities for student independence and real world academic enrichment, then student ownership and achievement will increase **1a**

G098320

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	37.0
FSA Mathematics Achievement	48.0
FCAT 2.0 Science Proficiency	45.0
ELA/Reading Gains	55.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal **3**

- Integrating Curriculum with STEM standards

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Engineering is Elementary
- STEM Lab
- Performance tasks created by teachers
- Science Coach/STEM Lab teacher
- District Curriculum

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

We will monitor our Achievement data for standards mastery, Teacher Observation Data to determine the effectiveness of instructional delivery and student engagement, and Student Discipline Data to see if there is a correlation to the instruction provided/student engagement

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 9/25/2017 to 6/1/2018

Evidence of Completion

All evidence and performance tasks will be kept in a data notebook for the district to show the progress that has been made from one year to the next.

G2. If all learning tasks and activities are planned and facilitated to meet both student need and the expectation of the Standard(s), then the academic climate of the school will continue to improve and student achievement will increase. 1a

G098321

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	37.0
ELA/Reading Gains	55.0
FSA Mathematics Achievement	48.0
Math Gains	60.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Consistency in producing engaging learning tasks aligned to standards

Resources Available to Help Reduce or Eliminate the Barriers 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
-

Plan to Monitor Progress Toward G2. 8

Achieve 3000
iReady
Common Assessments reviewed by Coaches
ULS Assessments by Teacher/Coach

Person Responsible

Kathleen Adkins

Schedule

Monthly, from 9/11/2017 to 5/14/2018

Evidence of Completion

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

G3. If we implement our Measures of Success with fidelity, then our discipline referrals will decrease and our Academic Achievement will increase **1a**

G098322

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	40.0

Targeted Barriers to Achieving the Goal **3**

- Consistency of Implementation

Resources Available to Help Reduce or Eliminate the Barriers **2**

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

Plan to Monitor Progress Toward G3. **8**

Quarterly Focus Report-referrals and Student Conduct Awards

Person Responsible

Kathleen Adkins

Schedule

Quarterly, from 10/9/2017 to 5/18/2018

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 the school and teachers provide opportunities for student independence and real world academic enrichment, then student ownership and achievement will increase **1**

 G098320

G1.B1 Integrating Curriculum with STEM standards **2**

 B264522

G1.B1.S1 Utilizing the District curriculum to cover STEM standards, while building Performance Tasks that are real world and a culminating academic, enrichment opportunity **4**

 S280222

Strategy Rationale

We will cover multiple standards at once, while integrating all content areas and cross curricular vocabulary. This will ensure that students are exposed to information, create a product (diagram, chart, model), the product is testable, data is collected and analyzed, and students can defend their opinion using the product and data they collected. Students will then be exposed to real world opportunities to see STEM in action. The knowledge learned will then be carried with them to the STEM Middle School and other Science based middle schools.

Action Step 1 **5**

Teachers will develop Performance tasks that are cross curricular and incorporate the STEM Standards

Person Responsible

Madeline Twigg

Schedule

On 6/2/2017

Evidence of Completion

Curriculum Planning Guides; Lesson Plans; Student Work; Pictures of tasks

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

Teachers will meet with District Science Coach and STEM Lab Teacher for PD support and we will conduct walkthroughs of Performance Tasks each nine weeks

Person Responsible

Zayna Harb

Schedule

Quarterly, from 9/25/2017 to 5/18/2018

Evidence of Completion

Professional Development Agendas, Lesson Plans, Walkthrough forms and feedback to teachers/students

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

We will work with teachers when planning Performance Tasks to ensure all standards are being cover and we will analyze the data of those standards for mastery.

Person Responsible

Kathleen Adkins

Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Common Planning Notes and Agendas, Performance Tasks Final Product

G2. If all learning tasks and activities are planned and facilitated to meet both student need and the expectation of the Standard(s), then the academic climate of the school will continue to improve and student achievement will increase. 1

G098321

G2.B1 Consistency in producing engaging learning tasks aligned to standards 2

B264523

G2.B1.S1 Planning Protocols 4

S280223

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

Coaches will create a planning cycle during Common Planning that will utilize the Student Equip Protocol, Standard Analysis Tool, and the Data Analysis and Feedback Tool

Person Responsible

Kathleen Adkins

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Protocols and tools used for planning and Common Planning Agendas, Lesson Plans

Action Step 2 5

Administrators will introduce and facilitate the first use of planning protocol within PLCs

Person Responsible

Kathleen Adkins

Schedule

On 9/28/2017

Evidence of Completion

Protocols and tools used for planning and Common Planning Agendas, Lesson Plans

Action Step 3 5

Coaches will continue to facilitate the use of planning protocols through gradual release process.

Person Responsible

Zayna Harb

Schedule

Weekly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Protocols and tools used for planning and Common Planning Agendas, Lesson Plans

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

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

Minutes of leadership and coaching meetings when Common Planning (PLC) observational data is reviewed.

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 9/15/2017 to 5/31/2018

Evidence of Completion

Agendas; Notes for Planning; Planning Sheets and Assessments

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

Observational data will be collected to ensure gradual release of planning protocols from academic coaches to teachers.

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 11/9/2017 to 5/31/2018

Evidence of Completion

Assessment Data; Observation Notes and Feedback to teachers

G2.B1.S2 Tiered System of Instructional Support 4

S280224

Strategy Rationale

To determine the level of support that Teachers will need

Action Step 1 5

Identify Model Classrooms based on Instructional Shifts

Person Responsible

Kathleen Adkins

Schedule

Monthly, from 9/18/2017 to 5/21/2018

Evidence of Completion

Leadership Team Notes, Classroom Walkthroughs

Action Step 2 5

Coaches will support model classrooms teachers on modeling specific behaviors (being explicit with what is being modeled) as related to instructional shifts and proper implementation of curriculum.

Person Responsible

Zayna Harb

Schedule

Biweekly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Walkthrough and Observation Notes, Feedback to teachers

Action Step 3 5

Coaches will facilitate a peer observation learning experience through model classrooms that include the observation, debrief and follow-up practice for the focused shift.

Person Responsible

Jaime Johnson

Schedule

Biweekly, from 11/13/2017 to 5/14/2018

Evidence of Completion

Walkthrough and Observational Notes; Schedule of visits and logs

Action Step 4 5

Coaches will support identified teachers through intensive coaching cycle.

Person Responsible

Kathleen Adkins

Schedule

Weekly, from 9/11/2017 to 4/27/2018

Evidence of Completion

Leadership Team Meetings, Coach Logs, Observational Data and Notes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Observational data, coaching logs and intensive cycle feedback from coaches.

Person Responsible

Kathleen Adkins

Schedule

Every 3 Weeks, from 10/16/2017 to 5/25/2018

Evidence of Completion

Agendas; Notes for Planning; Planning Sheets and Assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Informal and Formal Observational Data of teachers being supported

Person Responsible

Kathleen Adkins


Schedule

Biweekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

CAST data, Next Steps and follow up

G2.B1.S3 Collaborate with district support staff to identify student needs that will ensure all students are "ready to be taught" and deploy contracted support staff to meet the individual student needs **4**

 S280225

Strategy Rationale

Address the outside concerns that get in the way of students not being prepared for everyday classrooms

Action Step 1 **5**

Collaborate with district support staff and IMPACT team to determine student need

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 10/23/2017 to 6/1/2018

Evidence of Completion

Agendas and student data used to determine need

Action Step 2 **5**

Set action plan, including measurable and calendar, for IMPACT team to support identified students

Person Responsible

Kathleen Adkins

Schedule

Monthly, from 10/23/2017 to 6/1/2018

Evidence of Completion

Action Plan

Action Step 3 5

Monitor support from IMPACT team through Bi-Weekly progress monitoring meetings

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring tools established during action planning meeting

Action Step 4 5

Make changes to action plan as data indicates

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Changes/Edits to action plan

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Review collection of deliverables from each action step to determine each step was done with fidelity

Person Responsible

School Improvement Dept

Schedule

Biweekly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Deliverables collected after each step

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Monthly meetings will be held with Principal, District Support Staff, and IMPACT team members to ensure support is having a positive impact on students

Person Responsible

Kathleen Adkins

Schedule

Monthly, from 11/6/2017 to 5/7/2018

Evidence of Completion

Indicators progress toward a positive trends

G2.B1.S4 Supplemental materials used to fill in instructional gaps and increase student achievement 4

 S280226

Strategy Rationale

Use of LLI, Toolkit Lessons, Saxon Intervention and other possible interventions will meet the prescription for each child's learning path

Action Step 1 5

Supplemental intervention based off student data will be implemented to fill in deficiencies and increase achievement

Person Responsible

Kathleen Adkins

Schedule

Daily, from 10/23/2017 to 5/31/2018

Evidence of Completion

Intervention schedule, lessons, portfolio, and assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Instructional focus calendar will be created and monitored by walkthroughs and data chats

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Walkthrough forms, scheduled intervention times, and anecdotal notes will be monitored

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Monthly meetings will be held with Principal and Leadership Team members to ensure support is having a positive impact on students

Person Responsible

Kathleen Adkins

Schedule

Monthly, from 11/15/2017 to 5/16/2018


Evidence of Completion

Agendas and meeting minutes as well as data to show if change is need or to continue with current direction


G3. If we implement our Measures of Success with fidelity, then our discipline referrals will decrease and our Academic Achievement will increase **1**

 G098322

G3.B1 Consistency of Implementation **2**

 B264524

G3.B1.S1 Dedicate time during morning announcements for character lessons and positive announcements around the measures; PD for teachers and students **4**

 S280227

Strategy Rationale

To build a safe and positive learning environment for all students. To reinforce positive character traits for all students and so that teachers and students build a positive relationship with one another.

Action Step 1 **5**

Develop a character calendar for announcements and media character lessons

Person Responsible

Kathleen Adkins

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

lesson plans and calendar in office

Action Step 2 **5**

Create classroom checklists and behavior charts to reflect the Measures of Success- reflective in Conduct Grades

Person Responsible

Zayna Harb

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

checklist used, behavior chart, conduct grade quarterly

Action Step 3 5

Develop classroom and school wide rewards for students that meet the measures of Success

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 8/30/2017 to 5/16/2018

Evidence of Completion

Quarterly goals met; STEM Bucks Charts; List of Rewards

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Calendar, Checklists/Behavior Chart used , Quarterly Rewards for Measures, PD agenda

Person Responsible

Kathleen Adkins

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Leadership Meetings, Walkthrough Logs, Grade level meetings

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Artifacts produced from PD and Teacher and Admin Data Notebooks

Person Responsible

Kathleen Adkins













Schedule

Monthly, from 10/9/2017 to 5/16/2018

Evidence of Completion

Referral Data, Conduct data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A4  A377842	[no content entered]		No Start Date		No End Date once
G1.B1.S1.A1  A377838	Teachers will develop Performance tasks that are cross curricular and incorporate the STEM Standards	Twigg, Madeline	8/22/2016	Curriculum Planning Guides; Lesson Plans; Student Work; Pictures of tasks	6/2/2017 one-time
G3.B1.S1.A1  A377852	Develop a character calendar for announcements and media character lessons	Adkins, Kathleen	9/6/2016	lesson plans and calendar in office	6/2/2017 weekly
G2.B1.S1.A2  A377840	Administrators will introduce and facilitate the first use of planning protocol within PLCs	Adkins, Kathleen	9/7/2017	Protocols and tools used for planning and Common Planning Agendas, Lesson Plans	9/28/2017 one-time
G2.B1.S1.A3  A377841	Coaches will continue to facilitate the use of planning protocols through gradual release process.	Harb, Zayna	10/2/2017	Protocols and tools used for planning and Common Planning Agendas, Lesson Plans	4/27/2018 weekly
G2.B1.S2.A4  A377846	Coaches will support identified teachers through intensive coaching cycle.	Adkins, Kathleen	9/11/2017	Leadership Team Meetings, Coach Logs, Observational Data and Notes	4/27/2018 weekly
G2.B1.S3.MA1  M409003	Monthly meetings will be held with Principal, District Support Staff, and IMPACT team members to...	Adkins, Kathleen	11/6/2017	Indicators progress toward a positive trends	5/7/2018 monthly
G2.MA1  M409007	Achieve 3000 iReady Common Assessments reviewed by Coaches ULS Assessments by Teacher/Coach	Adkins, Kathleen	9/11/2017	Student Work, Assessment data, Anecdotal Notes, and Observation Feedback	5/14/2018 monthly
G2.B1.S2.A3  A377845	Coaches will facilitate a peer observation learning experience through model classrooms that...	Johnson, Jaime	11/13/2017	Walkthrough and Observational Notes; Schedule of visits and logs	5/14/2018 biweekly
G3.B1.S1.MA1  M409008	Artifacts produced from PD and Teacher and Admin Data Notebooks	Adkins, Kathleen	10/9/2017	Referral Data, Conduct data	5/16/2018 monthly
G3.B1.S1.A3  A377854	Develop classroom and school wide rewards for students that meet the measures of Success	Adkins, Kathleen	8/30/2017	Quarterly goals met; STEM Bucks Charts; List of Rewards	5/16/2018 biweekly
G2.B1.S4.MA1  M409005	Monthly meetings will be held with Principal and Leadership Team members to ensure support is...	Adkins, Kathleen	11/15/2017	Agendas and meeting minutes as well as data to show if change is need or to continue with current direction	5/16/2018 monthly
G3.MA1  M409010	Quarterly Focus Report-referrals and Student Conduct Awards	Adkins, Kathleen	10/9/2017	Monthly referral data, semester referral data, end of year data	5/18/2018 quarterly
G1.B1.S1.MA1  M408997	Teachers will meet with District Science Coach and STEM Lab Teacher for PD support and we will...	Harb, Zayna	9/25/2017	Professional Development Agendas, Lesson Plans, Walkthrough forms and feedback to teachers/students	5/18/2018 quarterly
G2.B1.S2.A1  A377843	Identify Model Classrooms based on Instructional Shifts	Adkins, Kathleen	9/18/2017	Leadership Team Notes, Classroom Walkthroughs	5/21/2018 monthly
G3.B1.S1.MA1  M409009	Calendar, Checklists/Behavior Chart used , Quarterly Rewards for Measures, PD agenda	Adkins, Kathleen	8/14/2017	Leadership Meetings, Walkthrough Logs, Grade level meetings	5/25/2018 biweekly
G3.B1.S1.A2  A377853	Create classroom checklists and behavior charts to reflect the Measures of Success- reflective in...	Harb, Zayna	8/14/2017	checklist used, behavior chart, conduct grade quarterly	5/25/2018 biweekly
G2.B1.S2.MA1  M409001	Informal and Formal Observational Data of teachers being supported	Adkins, Kathleen	9/11/2017	CAST data, Next Steps and follow up	5/25/2018 biweekly
G2.B1.S2.MA1  M409002	Observational data, coaching logs and intensive cycle feedback from coaches.	Adkins, Kathleen	10/16/2017	Agendas; Notes for Planning; Planning Sheets and Assessments	5/25/2018 every-3-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A2 A377844	Coaches will support model classrooms teachers on modeling specific behaviors (being explicit with...	Harb, Zayna	9/18/2017	Walkthrough and Observation Notes, Feedback to teachers	5/25/2018 biweekly
G2.B1.S1.MA1 M408999	Observational data will be collected to ensure gradual release of planning protocols from academic...	Adkins, Kathleen	11/9/2017	Assessment Data; Observation Notes and Feedback to teachers	5/31/2018 biweekly
G2.B1.S1.MA1 M409000	Minutes of leadership and coaching meetings when Common Planning (PLC) observational data is...	Adkins, Kathleen	9/15/2017	Agendas; Notes for Planning; Planning Sheets and Assessments	5/31/2018 biweekly
G2.B1.S1.A1 A377839	Coaches will create a planning cycle during Common Planning that will utilize the Student Equip...	Adkins, Kathleen	9/11/2017	Protocols and tools used for planning and Common Planning Agendas, Lesson Plans	5/31/2018 weekly
G2.B1.S3.MA1 M409004	Review collection of deliverables from each action step to determine each step was done with...	Improvement Dept, School	11/6/2017	Deliverables collected after each step	5/31/2018 biweekly
G2.B1.S3.A3 A377849	Monitor support from IMPACT team through Bi-Weekly progress monitoring meetings	Adkins, Kathleen	11/6/2017	Progress Monitoring tools established during action planning meeting	5/31/2018 biweekly
G2.B1.S3.A4 A377850	Make changes to action plan as data indicates	Adkins, Kathleen	11/6/2017	Changes/Edits to action plan	5/31/2018 biweekly
G2.B1.S4.MA1 M409006	Instructional focus calendar will be created and monitored by walkthroughs and data chats	Adkins, Kathleen	11/6/2017	Walkthrough forms, scheduled intervention times, and anecdotal notes will be monitored	5/31/2018 biweekly
G2.B1.S4.A1 A377851	Supplemental intervention based off student data will be implemented to fill in deficiencies and...	Adkins, Kathleen	10/23/2017	Intervention schedule, lessons, portfolio, and assessment data	5/31/2018 daily
G1.MA1 M408998	We will monitor our Achievement data for standards mastery, Teacher Observation Data to determine...	Adkins, Kathleen	9/25/2017	All evidence and performance tasks will be kept in a data notebook for the district to show the progress that has been made from one year to the next.	6/1/2018 biweekly
G1.B1.S1.MA1 M408996	We will work with teachers when planning Performance Tasks to ensure all standards are being cover...	Adkins, Kathleen	9/25/2017	Common Planning Notes and Agendas, Performance Tasks Final Product	6/1/2018 monthly
G2.B1.S3.A1 A377847	Collaborate with district support staff and IMPACT team to determine student need	Adkins, Kathleen	10/23/2017	Agendas and student data used to determine need	6/1/2018 biweekly
G2.B1.S3.A2 A377848	Set action plan, including measurable and calendar, for IMPACT team to support identified students	Adkins, Kathleen	10/23/2017	Action Plan	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If the school and teachers provide opportunities for student independence and real world academic enrichment, then student ownership and achievement will increase

G1.B1 Integrating Curriculum with STEM standards

G1.B1.S1 Utilizing the District curriculum to cover STEM standards, while building Performance Tasks that are real world and a culminating academic, enrichment opportunity

PD Opportunity 1

Teachers will develop Performance tasks that are cross curricular and incorporate the STEM Standards

Facilitator

Madeline Twigg

Participants

All teachers (PreK-5th)

Schedule

On 6/2/2017

G2. If all learning tasks and activities are planned and facilitated to meet both student need and the expectation of the Standard(s), then the academic climate of the school will continue to improve and student achievement will increase.

G2.B1 Consistency in producing engaging learning tasks aligned to standards

G2.B1.S1 Planning Protocols

PD Opportunity 1

Coaches will create a planning cycle during Common Planning that will utilize the Student Equip Protocol, Standard Analysis Tool, and the Data Analysis and Feedback Tool

Facilitator

Abbie Tranovich, Reading Coach; Zayna Harb, Math Coach;

Participants

K-5 Teachers

Schedule

Weekly, from 9/11/2017 to 5/31/2018

PD Opportunity 2

Administrators will introduce and facilitate the first use of planning protocol within PLCs

Facilitator

Kathleen Adkins

Participants

K-5 Teachers

Schedule

On 9/28/2017

G3. If we implement our Measures of Success with fidelity, then our discipline referrals will decrease and our Academic Achievement will increase

G3.B1 Consistency of Implementation

G3.B1.S1 Dedicate time during morning announcements for character lessons and positive announcements around the measures; PD for teachers and students

PD Opportunity 1

Develop a character calendar for announcements and media character lessons

Facilitator

Kathleen Adkins

Participants

All Content Teachers (K-5)

Schedule

Weekly, from 9/6/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will develop Performance tasks that are cross curricular and incorporate the STEM Standards				\$0.00
2	G2.B1.S1.A1	Coaches will create a planning cycle during Common Planning that will utilize the Student Equip Protocol, Standard Analysis Tool, and the Data Analysis and Feedback Tool				\$0.00
3	G2.B1.S1.A2	Administrators will introduce and facilitate the first use of planning protocol within PLCs				\$0.00
4	G2.B1.S1.A3	Coaches will continue to facilitate the use of planning protocols through gradual release process.				\$0.00
5	G2.B1.S1.A4					\$0.00
6	G2.B1.S2.A1	Identify Model Classrooms based on Instructional Shifts				\$0.00
7	G2.B1.S2.A2	Coaches will support model classrooms teachers on modeling specific behaviors (being explicit with what is being modeled) as related to instructional shifts and proper implementation of curriculum.				\$0.00
8	G2.B1.S2.A3	Coaches will facilitate a peer observation learning experience through model classrooms that include the observation, debrief and follow-up practice for the focused shift.				\$0.00
9	G2.B1.S2.A4	Coaches will support identified teachers through intensive coaching cycle.				\$0.00
10	G2.B1.S3.A1	Collaborate with district support staff and IMPACT team to determine student need				\$105,250.52
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	311-Subagreements up to \$25,000	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,673.43
			<i>Notes: Contract Services - Up to \$25,000 - Invo Healthcare - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
	6100	312-Subagreements greater than \$25,000	0911 - Sallye B. Mathis Elementary School	UniSIG		\$96,557.09
			<i>Notes: Contract Services - Greater than \$25,000 - Invo Healthcare - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
	6400	312-Subagreements greater than \$25,000	0911 - Sallye B. Mathis Elementary School	UniSIG		\$7,020.00

Duval - 0911 - Sallye B. Mathis Elementary School - 2017-18 SIP
Sallye B. Mathis Elementary School

		<i>Notes: Contract Services - Greater than \$25,000 - Invo Healthcare - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>				
11	G2.B1.S3.A2	Set action plan, including measurable and calendar, for IMPACT team to support identified students				\$0.00
12	G2.B1.S3.A3	Monitor support from IMPACT team through Bi-Weekly progress monitoring meetings				\$0.00
13	G2.B1.S3.A4	Make changes to action plan as data indicates				\$0.00
14	G2.B1.S4.A1	Supplemental intervention based off student data will be implemented to fill in deficiencies and increase achievement				\$65,689.72
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,820.69
<i>Notes: Rentals- Curriculum Associates - Online digital toolbox for I-Ready</i>						
	5100	510-Supplies	0911 - Sallye B. Mathis Elementary School	UniSIG		\$36,562.66
<i>Notes: Heinemann-Fountas/Leveled Literacy Intervention (LLI) Kits</i>						
	5100	510-Supplies	0911 - Sallye B. Mathis Elementary School	UniSIG		\$5,066.80
<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling student kit and materials</i>						
	6400	310-Professional and Technical Services	0911 - Sallye B. Mathis Elementary School	UniSIG		\$592.39
<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling Training Started Full Day Professional Development</i>						
	6400	310-Professional and Technical Services	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,566.06
<i>Notes: Substitutes for teachers who are attending professional development (workshops). Kelly Services and Duval County Public Schools have contract. Kelly Services provides temporary coverage when a teacher is excused for Temporary Duty Elsewhere (TDE) for professional development.</i>						
	6400	311-Subagreements up to \$25,000	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,673.43
<i>Notes: Contracted Services - First \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>						
	6400	312-Subagreements greater than \$25,000	0911 - Sallye B. Mathis Elementary School	UniSIG		\$18,407.69
<i>Notes: Contracted Services - Greater than \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>						
15	G3.B1.S1.A1	Develop a character calendar for announcements and media character lessons				\$0.00
16	G3.B1.S1.A2	Create classroom checklists and behavior charts to reflect the Measures of Success- reflective in Conduct Grades				\$0.00

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Sallye B. Mathis Elementary School

17	G3.B1.S1.A3	Develop classroom and school wide rewards for students that meet the measures of Success	\$0.00
Total:			\$170,940.24