Sallye B. Mathis Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	C*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At 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 Leadership Team

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

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

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.

Early Warning Systems

Year 2017-18

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	30	16	13	22	16	17	0	0	0	0	0	0	0	114
One or more suspensions	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	7	9	4	7	3	0	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	11	14	12	0	0	0	0	0	0	0	37

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	2	4	4	7	9	13	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	1	2	1	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	2	2	3	5	6	0	0	0	0	0	0	0	18

Date this data was collected
Monday 9/24/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science was the lowest. We had growth but minimal compared to other areas. Our Learning Gains and BQ in Math were not as high as we anticipated. We increased in proficiency but struggled with the bottom quartile students. I would not call this a trend but more of an inconsistency. We constantly go up and down from year to year.

Which data component showed the greatest decline from prior year?

None of our areas declined, but Science had the least amount of growth. We only increased by 2% points.

Which data component had the biggest gap when compared to the state average?

Science is our biggest gap compared to the state average.

Which data component showed the most improvement? Is this a trend?

Our biggest improvement was Reading Proficiency along with Learning Gains and BQ. I hope this is a trend since we changed our method of instruction to get those results. We had declined by 8-9% points each year before doing this.

Describe the actions or changes that led to the improvement in this area.

We taught from standards and made sure that our tasks were aligned. Teachers pulled resources to teach the standard and used item specs to create assessments that students would be used to seeing come FSA time.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	50%	56%	29%	46%	52%
ELA Learning Gains	58%	51%	55%	53%	49%	52%
ELA Lowest 25th Percentile	63%	46%	48%	59%	45%	46%
Math Achievement	51%	61%	62%	46%	57%	58%
Math Learning Gains	47%	59%	59%	68%	60%	58%
Math Lowest 25th Percentile	45%	48%	47%	82%	49%	46%
Science Achievement	33%	55%	55%	34%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	30 (5)	16 (3)	13 (4)	22 (4)	16 (5)	17 (4)	114 (25)
One or more suspensions	2 (1)	1 (0)	0 (4)	0 (5)	0 (9)	0 (3)	3 (22)
Course failure in ELA or Math	7 (3)	9 (0)	4 (0)	7 (2)	3 (6)	0 (0)	30 (11)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (12)	14 (0)	12 (0)	37 (12)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	50%	-20%	57%	-27%
	2017	15%	51%	-36%	58%	-43%
Same Grade Comparison		15%				
Cohort Comparison						
04	2018	44%	49%	-5%	56%	-12%
	2017	26%	52%	-26%	56%	-30%
Same Grade Comparison		18%				
Cohort Comparison		29%				
05	2018	35%	51%	-16%	55%	-20%
	2017	26%	48%	-22%	53%	-27%
Same Grade Comparison		9%				
Cohort Comparison		9%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	59%	-4%	62%	-7%
	2017	51%	62%	-11%	62%	-11%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	34%	60%	-26%	62%	-28%
	2017	37%	64%	-27%	64%	-27%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				
05	2018	42%	61%	-19%	61%	-19%
	2017	38%	57%	-19%	57%	-19%
Same Grade Comparison		4%				
Cohort Comparison		5%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	32%	56%	-24%	55%	-23%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	47	48	58	49	38	25	36				
BLK	45	59	63	51	47	46	33				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	44	59	65	50	47	43	34				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	17		26	39						
BLK	21	30	35	41	38	36	28				
FRL	21	33	36	42	39	36	32				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Math Learning Gains and Bottom Quartile
Rationale	Our Learning Gains and Bottom Quartile Percentage rank far below the district and state averages.
Intended Outcome	If we provide strategic instruction and interventions, then we will increase Learning Gains and BQ by 20%
Point Person	Kathleen Adkins (johnsonk5@duvalschools.org)

Action Step

Description	To provide intervention and work on Math Fluency through Accaletics Supplemental Materials. Teachers will also create Focus Calendars to ensure all standards are taught using the Gradual Release Model during the instructional day and during tutoring. Teachers will also participate in PD trainings to ensure all lessons and tasks are aligned to standard.
Person Responsible	Zayna Harb (harbz@duvalschools.org)

Plan to Monitor Effectiveness

Description	Frequent Walkthroughs and offering feedback to teachers and students; We will also chart Math Fluency Drills for mastery; We will monitor student progress through on-going Progress Monitoring Assessmnets
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Activity #2	
Title	Reading Proficiency and Learning Gains/BQ
Rationale	Our Reading Proficiency is still below District and State Average- also we increased Learning Gains and BQ in the 2017-2018 school year but it will be harder to maintain those numbers if we do not move Proficiency forward.
Intended Outcome	If we provide the correct level of instruction and intervention we should increase Proficiency and Learning Gains/BQ by 10% points.
Point Person	Kathleen Adkins (johnsonk5@duvalschools.org)

Action Step	
Description	We will implement Corrective Reading Intervention to all students to increase their reading and comprehension levels before May; We will also create lessons from standard using additional fiction and non-fiction texts and ensure all tasks are aligned to standard during the instructional day and during tutoring. Teachers will also participate in PD trainings to ensure all lessons and tasks are aligned to standard.
Person Responsible	Abigail Miller (millera5@duvalschools.org)

Plan to Monitor Effectiveness	
Description	Consistent Walkthroughs to ensure we are implementing with fidelity. We will provide constant feedback to teachers so that we can improve practice. We will monitor our ongoing Progress Monitoring Assessments to ensure studnets are achieving mastery.
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Activity #3	
Title	Science
Rationale	We fall far below the District and State Average
Intended Outcome	If we teach using standards and pulling resources to match the standard then we will improve scores by 25%
Point Person	Kathleen Adkins (johnsonk5@duvalschools.org)

Action Step	
Description	We will teach content through hands on investigations that lead to discovery while ensuring instruction is aligned to standards.
Person Responsible	Jaime Johnson (johnsonj@duvalschools.org)

Plan to Monitor Effectiveness	
Description	Classroom walkthroughs and Progress Monitoring data
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See Parent Involvement Plan

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

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.

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.

For our 5th graders, we help them transition to Middle School by scheduling field trips to surrounding Middle Schools for them to tour and hear from current students. In May, we host a 5th grade Transition Night where we invite neighboring middle school personnel to come out and speak with parents about expectations, courses, and extracurricular activities. Parents and students both have an opportunity to ask questions and seek out additional information.

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 addition 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.

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

Part V: Budget	
Total:	**$0.00**