

St. Johns County School District

Otis A. Mason Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	8
Title I Requirements	10
Budget to Support Goals	11

Otis A. Mason Elementary School

207 MASON MANATEE WAY, St Augustine, FL 32086

www-mes.stjohns.k12.fl.us

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	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	A*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

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 Mason Elementary, we believe student success is fostered by a continuous commitment to improvement, which ensures well-rounded and motivated learners. We do this by maintaining a safe and dynamic learning environment, promoting high expectations for all students, nurturing determination, developing personal relationships, and involving our community.

Provide the school's vision statement.

The "Mason Way" is one that nurtures a passion in every child for personal success, good character, and a desire to learn, explore, and better themselves as they grow to be responsible members of our community.

School Leadership Team

Membership

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

Name	Title
Pillay, Nigel	Principal
Gitto, Natalie	Assistant Principal

Duties

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

Describe Roles and Responsibilities:

Members of the team represent their grade level and/or department. Their role is to act as a liaison to communicate and share information from their respective grade levels to the Leadership team. In turn, the representative takes the information and decisions made by the team back to their colleagues. The principal ensures that all staff comply with the district-wide school site standards.

How they Serve as Instructional Leaders:

Each of our members on the team are teacher leaders. They represent their team at the district cadre meetings and they assist in communicating information from those meetings. They facilitate grade level meetings and they work with their team to reach consensus on grade level decisions.

Shared Decision Making:

When decisions are to be made, the team will gather information and share view points at the regularly scheduled monthly meetings. View points shared by each leader reflect their colleagues they represent. Input will be respected by all members and dialogue regarding decision making will be held in a most considerate manner with a focus in overall school improvement.

Attempts will be made to get unanimous agreement, however, when this is not possible, the team will collaborate to reach consensus.

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	8	12	12	11	7	7	0	0	0	0	0	0	0	57
One or more suspensions	2	5	1	4	9	11	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	7	13	26	0	0	0	0	0	0	0	46

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	2	0	4	6	10	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	5	1	6	1	0	0	0	0	0	0	0	0	16
Retained Students: Previous Year(s)	0	1	1	0	5	1	0	0	0	0	0	0	0	8

Date this data was collected

Monday 7/23/2018

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	13	10	1	12	5	10	0	0	0	0	0	0	0	51
One or more suspensions	0	0	3	1	1	3	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	4	12	25	0	0	0	0	0	0	0	41

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		0	0	0	1	2	3	0	0	0	0	0	0	6

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	13	10	1	12	5	10	0	0	0	0	0	0	0	51
One or more suspensions	0	0	3	1	1	3	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	4	12	25	0	0	0	0	0	0	0	41

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	0	0	0	1	2	3	0	0	0	0	0	0	0	6

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?

Lowest Quartile in ELA & Math were both 39%. Yes, for the past 3 years.

Which data component showed the greatest decline from prior year?

Lowest Quartile Math dropped 17% points, from 56% to 39%.

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

ELA Lowest Quartile is 9% points below the state average, from 39% compared to 48%.

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

ELA Overall Proficiency gained 5% points, from 59% to 64%. No, it is not a trend.

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

Continued focus on utilizing CCC and iReady. Mason is using Write Score to help guide writing instruction. Teachers used iReady and Write Score Data to glean a better insight into where each child was in accordance with the standards. Teachers differentiated, enriched, and remediated as necessary.

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	64%	72%	56%	63%	68%	52%
ELA Learning Gains	54%	59%	55%	51%	59%	52%
ELA Lowest 25th Percentile	39%	50%	48%	34%	53%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	70%	77%	62%	63%	70%	58%
Math Learning Gains	59%	67%	59%	48%	63%	58%
Math Lowest 25th Percentile	39%	58%	47%	37%	60%	46%
Science Achievement	67%	68%	55%	58%	66%	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	8 (13)	12 (10)	12 (1)	11 (12)	7 (5)	7 (10)	57 (51)
One or more suspensions	2 (0)	5 (0)	1 (3)	4 (1)	9 (1)	11 (3)	32 (8)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	2 (1)	0 (0)	1 (0)	3 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (4)	13 (12)	26 (25)	46 (41)

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	72%	78%	-6%	57%	15%
	2017	62%	80%	-18%	58%	4%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	54%	74%	-20%	56%	-2%
	2017	54%	74%	-20%	56%	-2%
Same Grade Comparison		0%				
Cohort Comparison		-8%				
05	2018	63%	73%	-10%	55%	8%
	2017	62%	75%	-13%	53%	9%
Same Grade Comparison		1%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	74%	80%	-6%	62%	12%
	2017	72%	80%	-8%	62%	10%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	67%	83%	-16%	62%	5%
	2017	62%	82%	-20%	64%	-2%
Same Grade Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-5%				
05	2018	67%	79%	-12%	61%	6%
	2017	65%	80%	-15%	57%	8%
Same Grade Comparison		2%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	73%	-6%	55%	12%
	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	28	40	34	38	43	29	45				
BLK	39	57	40	39	43	27	42				
HSP	62	60	50	84	71						
MUL	50			50							
WHT	69	54	38	73	60	38	76				
FRL	51	46	31	59	52	35	54				

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	24	45	38	36	42	50	46				
BLK	34	50	40	38	39	40					
HSP	31	50		62	67						
MUL	60			50							
WHT	65	60	47	70	69	66	76				
FRL	47	53	49	57	65	58	61				

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	To increase student achievement within the area of Mathematics, with a focus on student learning gains and lowest quartile learning gains
Rationale	Teachers are in the mechanical use of analyzing and interpreting data to guide data driven small group instruction
Intended Outcome	The percentage of students scoring at or above proficiency on FSA Math will be at least 70% proficient and learning gains will increase to 65% for all grade levels.
Point Person	Natalie Gitto (natalie.gitto@stjohns.k12.fl.us)

Action Step	
Description	ILC and AP will partner with teacher experts, CAST team and Curriculum representatives to provide training in iREADY and other math resources. ILC and AP will lead quarterly data chats and teachers will work within grade level teams using the PLC process to triangulate available diagnostic and formative data.
Person Responsible	Natalie Gitto (natalie.gitto@stjohns.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Professional Development schedule and attendance logs will be monitored as well as student iREADY data to determine if PD is effective in increasing student achievement.
Person Responsible	Natalie Gitto (natalie.gitto@stjohns.k12.fl.us)

Activity #2	
Title	To increase student achievement within the area of English Language Arts with a focus on student learning gains and lowest quartile learning gains
Rationale	Teachers are in the mechanical use of ELA curriculum and resources.
Intended Outcome	By training and support necessary for successful implementation of ELA curriculum and resources, teachers will be able to effectively increase purposeful instruction and small group differentiation. The percentage of students scoring at or above proficiency on FSA ELA will be at least 70% proficient and learning gains will increase to 65% for all grade levels.
Point Person	Natalie Gitto (natalie.gitto@stjohns.k12.fl.us)

Action Step	
Description	ILC and AP will partner with teacher experts, CAST team and Curriculum representatives to provide training in iREADY and other ELA resources including Curriculum Associates materials. ILC and AP will lead quarterly data chats and teachers will work within grade level teams using the PLC process to triangulate available diagnostic and formative data.
Person Responsible	Natalie Gitto (natalie.gitto@stjohns.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Professional Development schedule and attendance logs will be monitored as well as student iREADY data to determine if PD is effective in increasing student achievement.
Person Responsible	Natalie Gitto (natalie.gitto@stjohns.k12.fl.us)

Activity #3

Title To increase student achievement within the subect area of Science

Rationale K-5 teachers need a more focused approach to planning and implementing the science curriculum which is new this year to teachers.

Intended Outcome By providing training and support for a successful implementation of the new science curriculum, teachers will be able to effectively increase science instruction. The percentage of students scoring at or above proficiency on FSA Science will be at least 70% proficient.

Point Person Natalie Gitto (natalie.gitto@stjohns.k12.fl.us)

Action Step

Description ILC and AP will partner with teacher experts, CAST team and Curriculum representatives to provide training in the new science curriculum and other science resources. ILC and AP will lead quarterly data chats and teachers will work within grade level teams using the PLC process to triangulate available diagnostic and formative data.

Person Responsible Natalie Gitto (natalie.gitto@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description Teacher participation within offered PD and data chats as evidenced in PD log. Student artifacts and evidence from classroom formative data as well as summative assessments.

Person Responsible Natalie Gitto (natalie.gitto@stjohns.k12.fl.us)

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.

Please see the Parent Involvement Plan submitted for Otis A. Mason Elementary.

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.

Otis A. Mason has a core team for the RtI/Mtss process. Behavior and academic needs are addressed. The school has a guidance counselor that meets with groups and also coordinates the school mentoring program. As a result of this program, Mason has many mentors that meet with individual students. The school has a School Psychologist that also meets with student groups with a focus on social and emotional goals.

Otis Mason believes that all students deserve a school that is safe, secure, and free from bullying and

harassment of any kind. Mason follows the school district's adopted comprehensive policy that prohibits bullying and harassment.

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

Otis A. Mason Elementary offers Pre-K ESE, Head Start and a VPK program. Rising Kindergarten students are assessed on readiness skills prior to entry and information is provided to parents regarding their child's readiness level. Additionally, parents are provided with information on student readiness and materials to provide assistance prior to Kindergarten. A special Open House/Kindergarten Readiness activity is planned and implemented in the spring. For rising 6th grade students, open communication with the middle school feeders support the students successful transition to middle school. Otis A. Mason collaborates with the middle school staff to provide the support to students and families regarding curriculum night and summer orientation located at the students base middle school. Otis A. Mason plans the 5th grade promotional ceremony at Gamble Rogers Middle School to support a smooth transition for the students and family to move to middle school.

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.

The MTSS/Rti program revolves around 3 tiers. The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about instruction and interventions. MTSS/Rti meetings are once weekly. Title I, Part A Services are provided to ensure students requiring additional remediation are assisted during school, through after-school programs and/or summer school. Parental Involvement is critical to the success of our Title I program. The school distributes a school parental involvement policy to all families. Parents, teachers and students sign our compact that focuses on shared responsibility for student achievement. These aspects of our Title I program are explained at our grade level Annual Title I Curriculum Nights. Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. Title II funds support the delivery of Professional Development for this school year. Title III services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title IX - The Title IX District Homeless Liaison provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Students identified as homeless can be provided bus transportation which allows them to stay at the same school regardless of the location of their current residence. Supplemental Academic Instruction (SAI): SAI funds awarded will be used to pay for an intervention coordinator and remedial/intervention materials for students in need of supplemental instruction based on assessment and progress monitoring.

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

Otis A. Mason is an AVID school and as such promotes college and career development activities. These activities include daily instruction in organization and higher order thinking skill development. Additionally AVID provides college field study activities. Our teachers are responsible to build college awareness within their instruction.

Part V: Budget

Total:	\$0.00
---------------	---------------