Mayport Elementary School

2019-20 Schoolwide Improvement Plan

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Mayport Elementary School

2753 SHANGRI LA DR, Atlantic Beach, FL 32233

http://www.duvalschools.org/mayport

Demographics

Principal: Katie Oconnell

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: A (62%) 2016-17: A (70%) 2015-16: B (59%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	A	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every student is inspired and prepared for success in middle school and life.

Provide the school's vision statement.

Engage, encourage and educate our students and families by creating hands-on opportunities to explore the world around us.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Novak, Amy	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing curriculum, ensures implementation of intervention support and documentation, ensures adequate professional development to support school and district goals, and communicates with parents regarding school-based plans and activities, and leads the Instructional Leadership Team.
Royce, Erin	Assistant Principal	Leads the school-wide Foundations/CHAMPs/Positive Behavior Intervention Supports Team, serves on Instructional Leadership Team, is responsible for bi-weekly observation and feedback to teachers, is Textbook Coordinator and is the Testing Coordinator.
Roselle, Angela	Instructional Coach	Participates in student data collection, integrates core instructional activities/materials into Tier II and Tier III instruction, and collaborates with general education teachers through such activities as modeling, coaching cycles, professional development, collaborative planning and co-teaching.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	104	94	83	82	80	0	0	0	0	0	0	0	529
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	17	18	0	0	0	0	0	0	0	36

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

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

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	20	25	8	14	14	10	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	6	0	0	0	0	0	0	0	0	6

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

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	50%	57%	56%	49%	55%
ELA Learning Gains	56%	56%	58%	60%	56%	57%
ELA Lowest 25th Percentile	38%	50%	53%	68%	54%	52%
Math Achievement	62%	62%	63%	80%	62%	61%
Math Learning Gains	60%	63%	62%	85%	63%	61%
Math Lowest 25th Percentile	35%	52%	51%	83%	54%	51%
Science Achievement	68%	48%	53%	58%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	86 (0)	104 (0)	94 (0)	83 (0)	82 (0)	80 (0)	529 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	1 (0)	17 (0)	18 (0)	36 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	58%	51%	7%	58%	0%	
	2018	68%	50%	18%	57%	11%	
Same Grade Comparison		-10%					
Cohort Comparison							
04	2019	58%	52%	6%	58%	0%	
	2018	53%	49%	4%	56%	-3%	
Same Grade Comparison		5%					
Cohort Comparison		-10%					
05	2019	48%	50%	-2%	56%	-8%	
	2018	64%	51%	13%	55%	9%	
Same Grade Comparison		-16%					
Cohort Comparison		-5%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	51%	61%	-10%	62%	-11%	
	2018	85%	59%	26%	62%	23%	
Same Grade Comparison		-34%					
Cohort Comparison							
04	2019	76%	64%	12%	64%	12%	
	2018	66%	60%	6%	62%	4%	
Same Grade Comparison		10%					
Cohort Comparison		-9%					
05	2019	53%	57%	-4%	60%	-7%	
	2018	75%	61%	14%	61%	14%	
Same Grade Comparison		-22%					
Cohort Comparison		-13%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	63%	49%	14%	53%	10%	
	2018	84%	56%	28%	55%	29%	
Same Grade Comparison		-21%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	42	59	40	42	62	40	54				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	56	50		54	50		67				
HSP	36	25		59	33						
MUL	56	50		63	70						
WHT	62	62	43	66	66	27	66				
FRL	55	66	44	60	58	27	64				

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	45	57	54	62	59	30	88				
BLK	53	53		70	63						
HSP	56	64		78	73						
MUL	67			81							
WHT	65	58	53	81	63	38	90				
FRL	63	56	53	80	65	39	88				

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	33	37	45	64	78	85	27				
BLK	45	57	60	63	81		33				
HSP	53	73		80	91						
MUL	73	73		87	91						
WHT	58	58	82	85	83	85	71				
FRL	52	56	47	78	82	81	42				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Bottom Quartile Gains in Math and Language Arts showed the lowest performance. Contributing factors include that grades 3rd, 4th and 5th were each 3-way splits which created larger class sizes and caused a loss of instructional time for core instruction in reading and math.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Achievement and Science Achievement showed the greatest decline from the prior school year. Contributing factors include that grades 3rd, 4th and 5th were each 3-way splits which created larger class sizes and caused a loss of instructional time for core instruction in reading and math.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Bottom Quartile Gains in Math and Language Arts had the greatest gap when compared to the state. Contributing factors include that grades 3rd, 4th and 5th were each 3-way splits which created larger class sizes and caused a loss of instructional time for core instruction in reading and math.

Which data component showed the most improvement? What new actions did your school take in this area?

There was a loss in each data component.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Hispanic students were the subgroup below 41%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Bottom Quartile Gains
2. Math Bottom Quartile Gains
3. Math Proficiency
4. Reading Proficiency
5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Reading Proficiency
Rationale	2019 FSA Reading scores are proficiency 58%, learning gains 56%, and bottom quartile learning gains 38%.
State the measurable outcome the school plans to achieve	If we increase the support for teachers and students by having a full-time Reading Coach and Media Specialist, FSA Reading scores will increase.
Person responsible for monitoring outcome	Amy Novak (clinea@duvalschools.org)
Evidence-based Strategy	1) Reading Coach (full-time) 2) Media Specialist (full-time) 3) Reading Mastery K-2
Rationale for Evidence-based Strategy	1) A Reading Coach will be used to design, monitor and assess reading achievement progress and to provide professional development to teachers. 2) A Media Specialist will be used to provide weekly lessons to students that support the reading curriculum in the classroom and to provide students with the opportunity to check-out books on a weekly basis. 3) Reading Mastery will enhance and build foundational reading skills.

Action Step

Description	1. Reading Coach will analyze data weekly, including Reading Mastery K-2. 2. Reading Coach will assist in designing small group lessons and assessments. 3. Reading Coach will facilitate weekly common planning with teachers. 4. A schedule will be created to include a weekly Media Resource for lessons and book check-out for all students. 5. Implement the following programs to target students: Rewards and Reading Mastery
Person Responsible	Amy Novak (clinea@duvalschools.org)

#2	
Title	Science Proficiency
Rationale	1) 2019 FSA Science proficiency is 68%. 2) Mayport Elementary is a coastal science choice program site.
State the measurable outcome the school plans to achieve	If we increase the support for teachers and students by having a full-time Science Lab Teacher/Coordinator to support students and provide regular field experiences, FSA Science scores will increase.
Person responsible for monitoring outcome	Erin Royce (roycee@duvalschools.org)
Evidence-based Strategy	1) Science Lab Teacher/Coordinator (full-time) 2) StarBase Field Experience (Gr5) 3) Coastal Science Field Experiences (GrK-5)
Rationale for Evidence-based Strategy	1) A Science Lead Teacher/Coordinator will be used to provide weekly lessons to students that support the science curriculum in the classroom and to coordinate field experiences for students. 2) StarBase Field Experience is a week long, full day field experience for 5th grade students that allows them to participate in real world science exploration. 3) Each grade level will participate in a minimum of one Coastal Science field experiences that coordinates with the schools magnet/choice program.
Action Step	
Description	1. Science Lead Teacher/Coordinator will plan with 5th grade science teachers to provide additional assistance with teaching science standards. 2. Science Lead Teacher/Coordinator will coordinate field experiences for students in all grade levels throughout the school year. 3. A schedule will be created to include a weekly Coastal Science Lab Resource for hands-on science lessons. 4. All 5th grade students will attend the StarBase Filed Experience. The field experience is at no cost and the bus will need to be paid for each day for 2 weeks. 5. All students in grades K-5 will attend a minimum of one Coastal Science field experience that allows for participation in real world science exploration.
Person Responsible	Erin Royce (roycee@duvalschools.org)

#3	
Title	Math Proficiency
Rationale	2019 FSA Math scores are proficiency 62%, learning gains 60%, and bottom quartile learning gains 36%.
State the measurable outcome the school plans to achieve	If we increase the support for teachers and students by having a dedicated time for exposure to grade level math concepts through Acaletics, FSA Math scores will increase.
Person responsible for monitoring outcome	Erin Royce (roycee@duvalschools.org)
Evidence-based Strategy	1. Purchase Acaletics for grades 2-5
Rationale for Evidence-based Strategy	Acaletics will enhance beginning mathematical skills knowledge for students in 2nd - 5th grades.
Action Step	
Description	1. Train staff on Acaletics 2. Monthly monitoring of fidelity of Acaletics program 3. Celebrations/Incentives for students who improve monthly assessment 4. Create a schedule that provides a specific time for daily Acaletics lessons 5.
Person Responsible	Erin Royce (roycee@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Activities, events and meetings will be advertised a minimum of 2 weeks in advance via paper flyers, e-flyers (PeachJar), school marquee, school website, school calendar, phone calls (Blackboardl Messenger), schoolwide (ClassroomDojo) and social media (Facebook, Twitter, Instagram). Additionally, activities, events and meetings will be offered throughout the school year on different days of the week and at different times of day to include before, after and during school hours. Many types of communication used (ie. ClassDojo, Blackboard Messenger, Facebook) are available for translation by the user. All other types communications will be translated upon request.

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.

Classroom teachers use the Harmony and Second Step curriculum to hold daily Morning Meetings and provide social emotional activities to students.

The school has a Threat Assessment Team that meets monthly to discuss and monitor students and incidences that may need additional supports.

A school counselor is available to meet with students and families and to provide contacts for available resources within the school district and the community. Additionally, a military family life counselor and licensed mental health therapist is available to meet with students with parents who are active duty.

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

PK Communication and Social Skills, Blended PK and HeadStart PK programs for 3 and 4 year old students focuses on preparing children for Kindergarten with an emphasis on language acquisition and development as well as numeracy.

5th graders participate in an annual career fair and visit Mayport Middle School in the spring to support the middle school transition. 5th grade parents are individually invited to tour campus and register their students for the summer bridge program, Shark Camp, offered by Mayport 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 school leadership team facilitates weekly common planning sessions with all teachers to review students data and work.

Teachers review a variety of student data (i.e. Exit Tickets, Mid-Module and End of Module Assessments, iReady, Achieve 3000, DAR, Running Records) to determine student learning outcomes in response to Tier I and Tier II instruction. Students making adequate progress towards proficiency and students demonstrating proficiency are maintained in class plans. Students who are not making progress towards proficiency are placed in additional school-level Tier II instructional interventions and/or considered for alternative in-class Tier II interventions.

Using data, teachers create classroom plans that engage students in daily, differentiated instruction for reading and math. Students in PK-5 rotate through differentiated center rotations for 30 minutes daily in both reading and math. Computer-based instruction, teacher-led small group lessons, independent practice at specially designed center activities, and partner activities are planned and coordinated based on student needs on a weekly basis.

After reviewing the student data, the teachers and LLT creates school plans that engage students performing two or more years below grade level and students in the lowest quartile (3rd-5th grades) in differentiated instructional groups. Student groups may be multi-grade level groups, depending on student data.

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

Parents and community members to participate in a career fair for students in grades 3-5 to learn about the opportunities available.

Community members are invited to participate in a vehicle fair for students in grades K-5 to learn about the different types of vehicles used in various careers