

Duval County Public Schools

Sallye B. Mathis Elementary School



2019-20 Schoolwide Improvement Plan

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Sallye B. Mathis Elementary School

3501 WINTON DR, Jacksonville, FL 32208

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

Demographics

Principal: Jaime Johnson

Start Date for this Principal: 1/14/2014

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	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Economically Disadvantaged Students*
School Grades History	2018-19: D (39%) 2017-18: C (49%) 2016-17: D (34%) 2015-16: C (53%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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	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	2018-19	2017-18	2016-17	2015-16
Grade	D	C	D	C

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SIP Authority

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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. 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	Job Duties and Responsibilities
Adkins, Kathleen	Principal	<ul style="list-style-type: none"> •Knowledge of the school system and its organization. •Knowledge of applicable laws, rules, policies and procedures. •Knowledge of current educational trends and research. •Knowledge of personnel evaluation protocol and other personnel procedures. •Skill in problem solving, human interaction, and conflict management. •Skill in personnel management and supervision techniques. •Ability to cooperatively work with personnel at all levels of the organization. •Ability to plan, organize and manage multiple tasks and competing priorities. •Ability to employ the continuous improvement process for problem solving and managing change. •Ability to analyze, interpret, and use data in decision-making. •Ability to prepare and manage assigned budget and allocated resources. •Ability to communicate effectively orally and in writing. •Ability to supervise and support leadership development in others at all levels of the organization. •Ability to counsel individuals relative to leadership opportunities and career options. •Ability to tolerate high levels of stress. •Ability to maintain confidentiality.
Harb, Zayna	Instructional Coach	<ul style="list-style-type: none"> *Communicates general and technical information in a clear informative manner, and assists other professionals in planning and implementing strategies for teachers. *Facilitates dialogue through collegial discussion with the district administrative staff and school personnel. *Assists teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies. *Models high quality teaching, observes new teachers in their classrooms and gives feedback to teachers in methodology. *Maintains appropriate documentation of teacher performance and assists teachers in demonstrating competencies. *Helps teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning. *Assists teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning. *Works with school site mentors and administrators to assist with the development of new teachers. *Keeps a daily accountability log. *Attends coordination and training meetings with other coaches in district. *Assists with the development of site-based professional development for teachers. *Serves as a liaison between assigned schools and district curriculum departments. *Performs related duties as assigned.
Smith, Edith	School Counselor	<ul style="list-style-type: none"> *Provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students *Organizes and schedules time and work assignments to carry out the school

Name	Title	Job Duties and Responsibilities
		<p>guidance program.</p> <ul style="list-style-type: none"> *Facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student. *Works with students in individual, group and classroom guidance settings. *Demonstrates skills that lead to effective conferencing/counseling with students, parents and other professionals. *Identifies and determines appropriate course of action necessary to resolve student academic issues and concerns. *Consults with administrators, teachers, parents, and other agencies involved in meeting student needs. *Participates in parent-teacher conferences, upon request, to interpret information, describe behavior, and develop plans leading to student success. *Has primary responsibility for the preparation, accuracy utilization, interpretation and security of student educational records. *Initiates a program of articulation, transition between sending and receiving schools and cooperates with administrators, teachers and other counselors in the implementation of program. *Provides leadership for the school's Problem Solving Method and Response to Intervention *Process to develop educational plans for students being considered for modifications or accommodations *Coordinates, when appropriate, referrals to Student Services District Office for evaluation or other relevant services *Coordinates, when appropriate, referrals to outside agencies for counseling or other necessary services. *Participates in multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations. *Provides a variety of materials on education, career awareness and personal-social development for students, teachers, and parents *Provides leadership with school staff and students in crisis, grief and loss situations. *Assists with other school personnel in the coordination of standardized test programs sponsored by the school, county, and state. *Utilizes test results/scores and interprets them to the school staff, parents, and students. *Gathers information on and coordinates the use of community services agencies and programs available to assist students. *Plays an active role in the school improvement process. *Works with teams to facilitate compromise and consensus building to meet student needs. *Assists the principal and staff in the evaluation of the guidance services being rendered and provides data which serves as the basis for recommending changes within the school program. *Is knowledgeable regarding the legal responsibilities of the profession. *Stays current regarding professional practices. *Performs related duties as assigned.
Miller, Abigail	Instructional Coach	<ul style="list-style-type: none"> *Communicates general and technical information in a clear informative manner, and assists other professionals in planning and implementing

Name	Title	Job Duties and Responsibilities
		<p>strategies for teachers.</p> <ul style="list-style-type: none"> *Facilitates dialogue through collegial discussion with the district administrative staff and school personnel. *Assists teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies. *Models high quality teaching, observes new teachers in their classrooms and gives feedback to teachers in methodology. *Maintains appropriate documentation of teacher performance and assists teachers in demonstrating competencies. *Helps teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning. *Assists teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning. *Works with school site mentors and administrators to assist with the development of new teachers. *Keeps a daily accountability log. *Attends coordination and training meetings with other coaches in district. *Assists with the development of site-based professional development for teachers. *Serves as a liaison between assigned schools and district curriculum department.

Johnson, Assistant
Jaime Principal

- Knowledge of applicable laws, rules, policies and procedures.
- Knowledge of current educational trends and research.
- Knowledge of personnel evaluation protocol and other personnel procedures.
- Skill in problem solving, human interaction, and conflict management.
- Skill in personnel management and supervision techniques.
- Ability to cooperatively work with personnel at all levels of the organization.
- Ability to plan, organize and manage multiple tasks and competing priorities.
- Ability to employ the continuous improvement process for problem solving and managing change.
- Ability to analyze, interpret, and use data in decision-making.
- Ability to communicate effectively orally and in writing.
- Ability to supervise and support leadership development in others at all levels of the organization.
- Ability to tolerate high levels of stress.
- Ability to maintain confidentiality

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	51	48	58	76	47	74	0	0	0	0	0	0	0	354
Attendance below 90 percent	20	14	22	12	18	15	0	0	0	0	0	0	0	101
One or more suspensions	0	4	9	10	7	8	0	0	0	0	0	0	0	38
Course failure in ELA or Math	3	3	4	9	9	8	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	7	12	14	0	0	0	0	0	0	0	33

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	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	2	0	0	4	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

30

Date this data was collected or last updated

Thursday 7/25/2019

Prior Year - 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	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 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	2	4	4	7	9	13	0	0	0	0	0	0	0	39

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

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	39%	50%	57%	23%	49%	55%
ELA Learning Gains	41%	56%	58%	32%	56%	57%
ELA Lowest 25th Percentile	32%	50%	53%	35%	54%	52%
Math Achievement	53%	62%	63%	42%	62%	61%
Math Learning Gains	47%	63%	62%	40%	63%	61%
Math Lowest 25th Percentile	30%	52%	51%	36%	54%	51%
Science Achievement	28%	48%	53%	30%	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	51 (0)	48 (0)	58 (0)	76 (0)	47 (0)	74 (0)	354 (0)
Attendance below 90 percent	20 (30)	14 (16)	22 (13)	12 (22)	18 (16)	15 (17)	101 (114)
One or more suspensions	0 (2)	4 (1)	9 (0)	10 (0)	7 (0)	8 (0)	38 (3)
Course failure in ELA or Math	3 (7)	3 (9)	4 (4)	9 (7)	9 (3)	8 (0)	36 (30)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (11)	12 (14)	14 (12)	33 (37)

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	31%	51%	-20%	58%	-27%
	2018	30%	50%	-20%	57%	-27%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	36%	52%	-16%	58%	-22%
	2018	44%	49%	-5%	56%	-12%
Same Grade Comparison		-8%				
Cohort Comparison		6%				
05	2019	32%	50%	-18%	56%	-24%
	2018	35%	51%	-16%	55%	-20%
Same Grade Comparison		-3%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	81%	61%	20%	62%	19%
	2018	55%	59%	-4%	62%	-7%
Same Grade Comparison		26%				
Cohort Comparison						
04	2019	42%	64%	-22%	64%	-22%
	2018	34%	60%	-26%	62%	-28%
Same Grade Comparison		8%				
Cohort Comparison		-13%				
05	2019	39%	57%	-18%	60%	-21%
	2018	42%	61%	-19%	61%	-19%
Same Grade Comparison		-3%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	49%	-26%	53%	-30%
	2018	32%	56%	-24%	55%	-23%
Same Grade Comparison		-9%				
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 2017-18
SWD	34	29	33	38	32	26	29				

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	39	41	33	54	48	29	27				
FRL	35	40	32	52	47	33	24				
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				
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				

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)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	270
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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

English Language Learners	
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Reading Learning Gains and Least Performing Quartile was concerning. We dropped in Proficiency but not as significant as the other areas in Reading. We focused more time on whole group standards based instruction and did not balance our centers and small group instruction like we did the year before.

Also the trend data from 3rd grade Math Proficiency to 4th grade Math Proficiency is a continuous decline. As a result, this year we moved the 3rd grade Math teacher up to 4th grade to help maintain the proficiency levels, which will also increase the learning gains as well.

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

Lowest Performing Quartile in Reading had a 30 point drop. Our VE teacher got another position and left around December. This impacted instruction and students. The students were extremely close to the VE Teacher and worked hard for her. The new VE Teacher started in February and they struggled with management and relationships. Our small group time was impacted with focusing more time in whole group- we should adjusted to more small group with explicit instruction.

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.

Our biggest gaps are 5th grade Science and 3rd grade Reading. We increased 1% point in 3rd grade reading but the gap is the same from the year before when we made a double digit gain in Reading. We had many students that came to 3rd grade reading multiple grade levels behind. We used Interventions to try and close the gap but it was not enough to get students to proficiency. We feel confident that they are in a good place to increase in gains for 4th grade. In Science, we dropped 8 points in Proficiency from the year before as well as increase our gap with the state. Our students actually score higher in Proficiency with Reading than Science. Our 5th grade Science teacher was out on maternity leave for 3 months and we think this contributed to the decrease. We had subs and administrators that taught the class but that was not enough to sustain.

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

Math Proficiency increased by 2%, which is our highest Math Proficiency ever. We utilized an additional resource called Acaletics Math. This helped with spiral back and helping with Pre-Requirement knowledge

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

My most concern is the proficiency levels for our ESE students. We have dropped in proficiency and trying to get them on grade level is a priority. We have heavily invested in small group instruction and scaffolding from where they are to get them where they need to be.

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

1. Progress Monitoring
2. Small Group Instruction
3. Standards based Instruction
4. Specified Interventions for each child/Blended Learning
5. Data Chats with teachers and students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Proficiency
Rationale	If we provide students with opportunities to work on grade level text and on grade level tasks aligned to standard, then we will increase student proficiency by 10%
State the measurable outcome the school plans to achieve	We plan to increase student proficiency from 39% to 49%
Person responsible for monitoring outcome	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy	Planning lessons that are standards based with aligned tasks that are grade level specific and the opportunity to work with grade level text
Rationale for Evidence-based Strategy	During PLC and weekly Common Planning, teachers and coaches will work together to plan the lessons, pull various resources to use, and create the grade level tasks needed. Lesson plans will be kept in data notebooks. This way the focus for the teacher will be on instructional delivery that is on grade level. We will also analyze student work to determine mastery and to see if proficiency is being met.
Action Step	
Description	<ol style="list-style-type: none"> 1. Determine standards being taught (and sub standards needed to support) 2. Pull resources needed to plan and that are grade level specific 3. Lesson are planned during Common PLanning and PLC with coaches 4. Tasks are created that are on grade level and met the item specs and the Achievement Level Descriptors 5. Student work is analyzed for mastery/proficiency and possible next steps
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#2	
Title	Reading Learning Gains
Rationale	If we develop and deliver small group instruction based off where our students are and then scaffold to the grade level expectation, we will increase Learning Gains by 15% .
State the measurable outcome the school plans to achieve	We want to increase Reading Learning Gains by 15% from 41% to 56% by using our small groups and centers during the school day and during tutoring to meet students where they are and scaffold
Person responsible for monitoring outcome	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy	Data will be analyzed with teacher and coaches and we will determine the centers needed to meet studnets where they are (focusing on the Big 5). We will also plan for intervention groups, such as Corrective Reading and Reading Mastery, and also utilize LLI. We will push in additional support to assist with small groups, such as VE, Coaches, Reading Interventionists, and a para. Students will rotate between centers and small groups 3 times a week and then on the other days they will have an opportunity for Blended Learning as they move along their own path. During tutoring and Saturday school, we will utilize small groups and centers, but with a targeted group of students around their specific needs for remediation.
Rationale for Evidence-based Strategy	We will plan these and then once implemented we will analyze data, such as intervention assessments, reading level gains, center assignments, and blended learning progress. We will look at Teacher and other human capital anecdotal notes. We will then make adjustments for remediation or to push students to the next level with teacher and coaches. Data chats will occur with Admin monthly to determine the adjustments or need for additional resources.
Action Step	
Description	<ol style="list-style-type: none"> 1. Data Analysis 2. Determine resources/human capital needed and groups 3. Panning for Centers and Interventions 4. Implement centers and small groups during school day and during before school tutoring and Saturday School 5. Analyze results/student work- Data Chat with Admin
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#3	
Title	Reading Bottom 25%
Rationale	If we focus on small groups for our most struggling readers in grades 3rd-5th with reading intervention, we will increase out Lowest Performing Quartile by 20%
State the measurable outcome the school plans to achieve	We will increase our Learning Gains within our Least Performing Quartile by 25% going from 32% to 57% by focusing on small groups with an explicit intervention.
Person responsible for monitoring outcome	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy	Intervention Placement data will be analyzed with teacher and coaches. We will plan for intervention groups and pair students with the teacher or para that will deliver the intervention instruction needed. Students will also rotate between other centers and teacher led small groups that will assist with filling in gaps while understanding grade level text and standards.
Rationale for Evidence-based Strategy	We will review the Intervention Placement data from Corrective Reading to determine placement there or to start LLI. Those resources will be pulled and lessons will be planned based off where the students will be grouped and begin. Fluency checks and mini-checks will occur every 15 lessons to see if student is on track or if we need to adjust course. Those data conversations will occur with Admin and Coaches.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review Placement data 2. Groups students accordingly 3. Pull intervention resources 4. Implement resource 5. Analyze data and make adjustments accordingly/ data chats
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#4	
Title	Math Learning Gains and Bottom 25%
Rationale	If we develop and deliver small group instruction based off where our students are and then scaffold to the grade level expectation, we will increase Learning Gains by 15% .
State the measurable outcome the school plans to achieve	We will increase Learning gains and our least performing quartile by 15%, going from 47% to 62% in Learning Gains and from 30% to 45% in our Least Performing Quartile.
Person responsible for monitoring outcome	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy	Intervention Placement data will be analyzed with teacher, Math Coach, and Math Interventionist. We will plan for intervention groups and pair students with the teacher or Math Interventionist/Coach that will deliver the intervention instruction needed. Students will also rotate between other centers and teacher led small groups that will assist with filling in gaps while understanding grade level text and standards.
Rationale for Evidence-based Strategy	We will review the Intervention Placement data from Acaletics and Pre/Post to determine placement. Resources will be pulled and lessons will be planned based off where the students will be grouped and begin. Mini-assessment checks will occur every standard taught to see if student is on track or if we need to adjust course. Those data conversations will occur with Admin and Coaches.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review Placement data 2. Groups students accordingly 3. Pull intervention resources 4. Implement resource 5. Analyze data and make adjustments accordingly/ data chats
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#5	
Title	Science Proficiency
Rationale	If we increase student engagement through various engagement strategies and provide hands on science curriculum/activities then we will increase Science Proficiency by 15%
State the measurable outcome the school plans to achieve	Increase Proficiency from 28% to 43%
Person responsible for monitoring outcome	Jaime Johnson (johnsonj@duvalschools.org)
Evidence-based Strategy	Implement various engagement strategies and hands on learning opportunities learned from the Professional Development Workshop at Ron Clark Academy. Also utilize the strategies learned from Dr. Shaun Woodly's presentation on Culturally Responsive Teaching.
Rationale for Evidence-based Strategy	When planning lessons teachers will be able to determine the best engagement strategy and hands on learning opportunity to increase understanding of the concept that students are asked to learn. Making learning relevant and meaningful based on interest and movement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administer Pre-Test for concept 2. Determine lesson to be taught 3. Determine engagement strategy or hands on activity learned from Ron Clark Academy and/or Dr. Shaun Woodly PD to enhance lesson experience 4. Deliver lessons 5. Administer Post-Test and analyze data to determine mastery or re-teach
Person Responsible	Jaime Johnson (johnsonj@duvalschools.org)

#6	
Title	Improving Academic Rigor with Standards Based Instruction
Rationale	<p>Supplemental Assistant Principal (Average Salary) The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities.</p> <p>Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth</p>

State the measurable outcome the school plans to achieve	Increase all accountability areas so that we rise from a 271 to a 288 or higher and are removed from the State Accountability List.
Person responsible for monitoring outcome	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy	Additional support for content level PD and Data Analysis. Providing that explicit instruction to a teacher or a small group of teachers will help build content knowledge and plan aligned lessons to standard.
Rationale for Evidence-based Strategy	To provide another level of content knowledge and instructional leadership that will assist teachers with building their content knowledge and base for best practices. This provides an opportunity to assist multiple teachers at one time by adding another level of support.

Action Step	
Description	<ol style="list-style-type: none"> 1. Data Analysis 2. Plan and deliver Content PD 3. Planning of implementation 4. Walkthrough of PD/Implementation 5. Start cycle again
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#7	
Title	Attendance
Rationale	101 out of our 354 students had less than a 90% attendance rate. If we increase attendance percentage for all then it will also make a difference in student achievement.
State the measurable outcome the school plans to achieve	Reduce the amount of students that are less than 90% by half.
Person responsible for monitoring outcome	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy	Monthly meetings with students and parents of those identified with attendance issues. The idea is to assist them with various barriers that may get in the way of students coming to school. We will also review data with them to show academic progress. If needed we will refer to the AIT Team to pursue an attendance contract. We will follow up with attendance every 2 weeks to make sure kids are coming to school regularly. We will also reward all students that hit the attendance goal for every nine weeks.
Rationale for Evidence-based Strategy	We want to get to the root of the problem and why the student isn't coming to school. If we can assist with a barrier then that will help get them to school. Also by showing academic performance and how attendance impacts that, this will also help get kids to school.
Action Step	
Description	<ol style="list-style-type: none"> 1. Initial Meeting 2. Identify barriers and solutions 3. Academic progress or hindrance 4. Attendance Contract if needed 5. Quarterly reward
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#8	
Title	Early Warning Indicator Students
Rationale	At least 39 students have 2 or more Early Warning Indicators.
State the measurable outcome the school plans to achieve	Decrease the amount of students that have 2 or more indicators from 39 to 25.
Person responsible for monitoring outcome	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy	Implement a Mentor Program called 50 Strong for our Boys and Ladies of Excellence for our Girls. The focus of the groups will be around, character, behavior, attendance, and academics. Goals will be set for each of these and weekly follow ups will be done with classroom teachers to determine success or next steps. The students will also meet one morning a week during breakfast to participate in a lesson around a needed topic. Rewards will be given for every goal they make.
Rationale for Evidence-based Strategy	The idea is to give them additional support and a system of people to work with to make improvements in behavior, academics, and attendance. Once we are able to build confidence and create a positive environment around them, then the idea is that they will start to do this independently also.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students 2. Establish weekly morning meeting day-topics around need 3. Set nine weeks and yearly goals 4. Assign mentor to check in weekly 5. Nine week reward and yearly reward
Person Responsible	Kathleen Adkins (johnsonk5@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).

We will also focus on Positive Behavior Incentive System to help motivate and incentivize students. Our school focuses on our Measures of Success so that we can develop the whole child. We look into character, stewardship, proficiency, growth, and attitudes of empowerment. Students will earn points around these areas as they go from class to class and in common areas. After the accumulate so many points they can visit the STEM Store for an incentive every 2 weeks. If they accumulate a certain amount of points per nine weeks then there will be educational, STEM related field trips for students to attend. If students accumulate a certain amount of points for the entire year, they will be able to attend a educational field trip that will use many of the standards they have learned throughout the entire year.

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.

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 MT 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. 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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading Proficiency				\$26,376.70
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	510-Supplies	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$4,637.70	
		<i>Notes: The school is requesting to use the above funds to support pushing in support during small group instruction after-school/Saturday tutoring services for up to 25 to 30 students (per grade) in grades 2-5, as identified by progress monitoring data and/or teacher</i>				

			<i>recommendation. Materials will be purchased via stockroom (such as paper, pencils, student composition notebooks)</i>			
	6400	130-Other Certified Instructional Personnel	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$12,000.00
			<i>Notes: We will have PLC Training Days on Saturdays for all 30 teachers 4 times a year. We will focus on planning, tasks related to a theme and instructional delivery methods</i>			
	6400	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$1,016.00
			<i>Notes: PLC Training Benefits Retirement 8.47%</i>			
	6400	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$918.00
			<i>Notes: PLC Training Benefits Social Security 7.65%</i>			
	6400	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$113.00
			<i>Notes: PLC Training Benefits Workers Compensation .94%</i>			
	6400	250-Unemployment Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$2.00
			<i>Notes: PLC Training Benefits Unemployment Compensation .01%</i>			
	6400	330-Travel	0911 - Sallye B. Mathis Elementary School	Title, I Part A		\$7,690.00
			<i>Notes: PD for 4-5 teachers at Ron Clark Academy in Atlanta, Ga. to learn about new instructional and engagement strategies</i>			
2	III.A.	Areas of Focus: Reading Learning Gains				\$49,882.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0911 - Sallye B. Mathis Elementary School	UniSIG	0.9	\$15,030.00
			<i>Notes: Para Human capital will be used to provide small group instruction based off student needs and to help scaffold to grade level reading</i>			
	5100	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$1,273.00
			<i>Notes: Para Benefits Retirement 8.47%</i>			
	5100	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$1,150.00
			<i>Notes: Para Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$6,903.00
			<i>Notes: Para Benefits Health and Hospitalization 45.93%</i>			
	5100	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$5.00
			<i>Notes: Para Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$141.00
			<i>Notes: Para Benefits Workers Compensation .94%</i>			

	5100	250-Unemployment Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$2.00
			<i>Notes: Para Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$86.00
			<i>Notes: Para Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$21.00
			<i>Notes: Para Benefits Other Employee Benefits Leave 1.4%</i>			
	5900	120-Classroom Teachers	0911 - Sallye B. Mathis Elementary School	Title, I Part A		\$24,236.00
			<i>Notes: Saturday School and Before School Tutoring will be offered for students by 6 teachers.</i>			
	5900	200-Employee Benefits	0911 - Sallye B. Mathis Elementary School	Title, I Part A		\$1,035.00
			<i>Notes: Benefits for Teachers that are tutoring</i>			
3	III.A.	Areas of Focus: Reading Bottom 25%				\$29,566.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0911 - Sallye B. Mathis Elementary School	UniSIG	0.9	\$15,030.00
			<i>Notes: Para Human capital will be used to work with Least Performing Quartile students with an intervention that will target the area of deficiencies that are most in need</i>			
	6400	310-Professional and Technical Services	0911 - Sallye B. Mathis Elementary School	UniSIG		\$3,955.00
			<i>Notes: 2 full day Professional Development based around Engagement Strategies and Culturally Responsive Teaching</i>			
	5100	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$1,273.00
			<i>Notes: Para Benefits Retirement 8.47%</i>			
	5100	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$1,150.00
			<i>Notes: Para Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$6,903.00
			<i>Notes: Para Benefits Health and Hospitalization 45.93%</i>			
	5100	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$5.00
			<i>Notes: Para Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$141.00
			<i>Notes: Para Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$2.00
			<i>Notes: Para Benefits Unemployment Compensation .01%</i>			

	5100	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$86.00
			<i>Notes: Para Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$21.00
			<i>Notes: Para Benefits Other Employee Benefits Leave 1.4%</i>			
	6400	310-Professional and Technical Services	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,000.00
			<i>Notes: Substitutes for TDE Professional Development based around Engagement Strategies and Culturally Responsive Teaching</i>			
4	III.A.	Areas of Focus: Math Learning Gains and Bottom 25%				\$76,149.48
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0911 - Sallye B. Mathis Elementary School	UniSIG	0.9	\$42,300.00
			<i>Notes: Math Interventionist will target both Least Performing Quartile and Bubble students and work with them on the identified deficiencies and close the gaps/misconceptions so that they can master grade level math.</i>			
	5100	510-Supplies	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$9,858.80
			<i>Notes: Utilize Go Math Curriculum for students in grades K-5 at a cost \$9,858.80 to provide for on-grade level instruction and tasks; and the remaining \$141.20 for general supplies to support student created math manipulatives that will provide a step by step reminder tool students can use to solve complex problems independently.</i>			
	5100	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$3,583.00
			<i>Notes: Math Interventionist Benefits Retirement 8.47%</i>			
	5100	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$3,236.00
			<i>Notes: Math Interventionist Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$7,826.00
			<i>Notes: Math Interventionist Benefits Health and Hospitalization 18.50%</i>			
	5100	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$13.00
			<i>Notes: Math Interventionist Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$398.00
			<i>Notes: Math Interventionist Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$4.00
			<i>Notes: Math Interventionist Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$241.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Flex Medical .57%</i>			

	5100	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$592.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Leave 1.4%</i>			
	5100	369-Technology-Related Rentals	0911 - Sallye B. Mathis Elementary School	UniSIG		\$3,875.00
			<i>Notes: Supplemental IXL program to assist with basic math facts so that students become fluent.</i>			
	5100	369-Technology-Related Rentals	0911 - Sallye B. Mathis Elementary School	UniSIG		\$2,965.50
			<i>Notes: Reflex math The school is requesting to add this resource to support small group instruction for all students in grades 2 – 5</i>			
	5100	510-Supplies	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$1,257.18
			<i>Notes: technical materials needed to support virtual learning and home learning for the remainder of the school year (microphone headsets, mouse, etc).</i>			
5	III.A.	Areas of Focus: Science Proficiency				\$7,663.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$3,998.76
			<i>Notes: Study Island for Science will be used during centers to increase fluency and knowledge in the Nature of Science. Data tracking is embedded and mini-assessments will determine if progress is being met.</i>			
	5100	500-Materials and Supplies	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$3,664.24
			<i>Notes: Will purchase Science Fusion to provide students with more hands on activities/labs and explicit science content. Encourages them to extend thinking beyond the problem. Also will assist with reading on grade level and tasks.</i>			
6	III.A.	Areas of Focus: Improving Academic Rigor with Standards Based Instruction				\$48,402.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	0911 - Sallye B. Mathis Elementary School	UniSIG	0.5	\$35,000.00
			<i>Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.</i>			
	7300	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$2,965.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$2,678.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$6,475.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$11.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%</i>			

	7300	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$329.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$4.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$200.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$490.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	0911 - Sallye B. Mathis Elementary School	UniSIG	0.0	\$250.00
			<i>Notes: Travel In County Assistant Principal</i>			
7	III.A.	Areas of Focus: Attendance				\$0.00
8	III.A.	Areas of Focus: Early Warning Indicator Students				\$0.00
					Total:	\$249,380.00