

Duval County Public Schools

Sallye B. Mathis Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	27
Budget to Support Goals	28

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: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	28

Sallye B. Mathis Elementary School

3501 WINTON DR, Jacksonville, FL 32208

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

School Board Approval

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

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Sallye B. Mathis Elementary, our mission is to create a safe learning environment that promotes problem solving, critical thinking, character development, and academic excellence for every student, every class, every day.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Johnson, Jaime	Principal	<ol style="list-style-type: none"> 1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives. 2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). 7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. 8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning. 9. Performs other duties as assigned.
Jackman, Katasha	Math Coach	<ul style="list-style-type: none"> • Participate in MTSS Leadership Team (MLT) and Collaborative Problem Solving Team (CPST) Meetings • Facilitate PD for Math during common planning, ERD, and/or other scheduled trainings • Conduct content specific book study • Assist with overseeing Program Fidelity and provide curriculum support for teachers • Actively participate in weekly common planning session • Provide small group support for bubble students in 4th and 5th grade • Research and provide instructional resources for teachers • Conduct walkthroughs and classroom observations for teachers who requested support • Prepare and model lessons for teachers participating in coaching cycles – Debrief and provide specific feedback • Provide coaching support (voluntarily and those assigned by administration) • Maintain a weekly coaching log

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Create and implement weekly schedule • Disaggregate and analyze Math data, create monthly data reports by grade level and class • Assist with maintaining the school's data notebook and update data boards for Math • Participate in the planning of the SIP (Math) • Receive, distribute, and collect Math materials • Generate grade level Math common assessments • Serve as Freckly/ Iready Manager • Plan and facilitate parent workshop/night and Math Week • Perform all other duties assigned by the principal
Smith, Edith	School Counselor	<ul style="list-style-type: none"> • Provide counseling services for students in crisis or in need of support • Review ESE Support Services and ensure compliance • Review IEPs and assist with schedule to ensure compliance • Schedule MRT Meetings and follow-up with the team • Prepare documentation for MRT meetings – parent notices, consent forms, RTI documents • Assist teachers in preparing MTSS documentation for Collaborative Problem Solving Team (CPST) Meetings • Conduct MTSS trainings for teachers • Participate and co-facilitate Collaborative Problem Solving Team Meetings (CPST) and MTSS Leadership Team Meetings • Assist with monitoring the Retention Rate and participate in Retention Prevention meetings • Serve as the Full Service Rep and complete referrals for services based on need • Conduct weekly small group for overage students and monitor their academic progress • Assist with AIT meetings, pull attendance reports, prepare attendance contracts, monitor attendance for those under contract • Provide staff training for maintain student records – confidentiality and HEPA laws • Oversee the completion of SSI Paperwork in a timely manner • Complete Social Emotional Learning (SEL) Lessons • Actively participate in committee meetings (SAC) • Participate in content specific PD • Participate in the planning of the SIP (Early Warning Signs) • Manage quarterly awards – orders, teacher folders, program set-up • Perform all other duties assigned by the principal <p>Serve as the Testing Coordinator – receive and prepare materials for testing (district & state)</p>
Brass, Ashley	Teacher, ESE	<p>Serve as the school's ESE Liaison and Collaborative Problem Solving Team (CPST) Facilitator</p> <ul style="list-style-type: none"> • Review IEPs for compliance • Create master calendar for IEP reviews • Attend MRT meeting

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Facilitate MTSS Leadership Team (MLT) and Collaborative Problem-Solving Team (CPST) meetings with the Guidance Counselor and Behavior Interventionist • Provide instructional support for teachers implementing intervention strategies for MTSS • Help teacher navigate through the documentation MTSS • Provide PD with the Guidance Counselor and Behavior Interventionist on the MTSS process (folders, documentations, interventions, etc...) • Maintain meeting minutes for students before the CPST committee • Perform all other duties assigned by the principal
Forcine-Mobley, Tyra	Assistant Principal	<p>Serve as the principal's designee</p> <ul style="list-style-type: none"> • Assist in managing the learning environment – curriculum implementation, common planning, lesson study, book study, etc... • Conduct formal and informal CAST Evaluations (see CAST calendar) • Conduct daily Walkthroughs and provided specific feedback to faculty and staff • Conduct quarterly Data Chats with teachers • Disaggregate and analyze school-wide data – determine next steps in instruction, provide specific feedback to stakeholders, maintain the school's data notebook and update data boards • Prepare data reports for faculty meetings, common planning, and professional development sessions • Actively participate in and facilitate professional development with staff during common planning and ERD sessions • Participate in monthly coaching meetings for reading and math • Oversee discipline and adhere to the Code of Conduct -process referrals, communicate with parents and teachers, follow through with disciplinary actions • Participate in the planning of the PBIS and Safety Plans –Monitor the implementation of the plans • Serve as the Testing Coordinator – receive and prepare materials for testing (district & state) • Complete the Title I PIP Budget and Plan – engage stakeholders and oversee the implementation of the plan; maintain the Title I Digital Compliance • Participate in the planning of the SIP – Monitor the implementation of the plan • Collaborate with staff to create the Master Schedules (classroom & resource) • Oversee the cleanliness and upkeep of the facilities and grounds – complete GCA and cafeteria report cards • Complete Para Evaluations • Handle constituent concerns and complete the weekly Parent Comm. Letter for submission to the principal • Prepare the Morn/After Duty schedules – oversee the implementation • Create and maintain the school's Master Calendar • Schedule and conduct safety drills <p>Monitor FOCUS and provide PD and support for teachers as needed – approve parent registration</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Attend and actively participate in committee meetings –SAC, PTA, etc... • Update the school's webpage and scrolling announcements • Organize Monthly Student of the Month ceremonies • Perform all other duties assigned by the principal

Demographic Information

Principal start date

Thursday 7/1/2021, Jaime Johnson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

340

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	29	56	53	50	44	70	0	0	0	0	0	0	0	302
Attendance below 90 percent	0	27	26	31	20	35	0	0	0	0	0	0	0	139
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	2	7	25	31	10	34	0	0	0	0	0	0	0	109
Course failure in Math	2	2	2	2	2	1	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	2	10	34	36	13	34	0	0	0	0	0	0	0	129

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	8	24	30	8	26	0	0	0	0	0	0	0	98

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	2	2	3	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - 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	
Number of students enrolled	41	66	63	61	86	49	0	0	0	0	0	0	0	366
Attendance below 90 percent	3	3	6	6	6	4	0	0	0	0	0	0	0	28
One or more suspensions	0	2	6	4	4	2	0	0	0	0	0	0	0	18
Course failure in ELA	0	2	2	3	3	4	0	0	0	0	0	0	0	14
Course failure in Math	0	0	2	4	1	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8

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	3	3	4	4	4	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	4	0	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	41	66	63	61	86	49	0	0	0	0	0	0	0	366
Attendance below 90 percent	3	3	6	6	6	4	0	0	0	0	0	0	0	28
One or more suspensions	0	2	6	4	4	2	0	0	0	0	0	0	0	18
Course failure in ELA	0	2	2	3	3	4	0	0	0	0	0	0	0	14
Course failure in Math	0	0	2	4	1	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8

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	3	3	4	4	4	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	4	0	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	50%	57%	45%	50%	56%
ELA Learning Gains				41%	56%	58%	58%	51%	55%
ELA Lowest 25th Percentile				32%	50%	53%	63%	46%	48%
Math Achievement				53%	62%	63%	51%	61%	62%
Math Learning Gains				47%	63%	62%	47%	59%	59%
Math Lowest 25th Percentile				30%	52%	51%	45%	48%	47%
Science Achievement				28%	48%	53%	33%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	31%	51%	-20%	58%	-27%
Cohort Comparison						
04	2021					
	2019	36%	52%	-16%	58%	-22%
Cohort Comparison		-31%				
05	2021					
	2019	32%	50%	-18%	56%	-24%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	61%	20%	62%	19%
Cohort Comparison						
04	2021					
	2019	42%	64%	-22%	64%	-22%
Cohort Comparison		-81%				
05	2021					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Iready Assessments for grades 1st -2nd. District Progress Monitoring Assessments for grades 3rd- 5th.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	30	30
	Economically Disadvantaged	16	30	30
	Students With Disabilities	8	22	38
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	12	36
	Economically Disadvantaged	8	12	36
	Students With Disabilities	0	13	63
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	13	22
	Economically Disadvantaged	0	13	22
	Students With Disabilities	8	22	38
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	0	31
	Economically Disadvantaged	6	0	31
	Students With Disabilities	0	13	63
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	44	36
	Economically Disadvantaged	25	41	33
	Students With Disabilities	40	20	21
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	36	46
	Economically Disadvantaged	31	41	35
	Students With Disabilities	40	55	25
	English Language Learners	100	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	62	54
	Economically Disadvantaged	38	51	54
	Students With Disabilities	42	50	29
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	42	43
	Economically Disadvantaged	35	41	41
	Students With Disabilities	16	15	18
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	50	56
	Economically Disadvantaged	38	44	51
	Students With Disabilities	28	12	22
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	56	53
	Economically Disadvantaged	52	51	48
	Students With Disabilities	37	42	33
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	41	47
	Economically Disadvantaged	26	35	41
	Students With Disabilities	25	44	33
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	37	59		40	29		40				
BLK	49	60	75	50	40	10	38				
FRL	47	60	73	47	43	20	33				
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	34	29	33	38	32	26	29				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
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	
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Analysis forthcoming

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In 2020-2021, the Math Learning Gains and Math Lowest Performing Quartile was concerning. From the 2018-2019 school year to the present school year, student performance in those areas dropped, Math gains decreased from 47% to 43% and Math lowest performing quartile decreased from 30% to 18%. Overall Math Proficiency decreased from 53% to 50%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Last year, we focused more time on whole group standards based instruction to address the learning slide as a result of Covid-19 and did not balance our centers and small group instruction like we did in previous years. In previous year, we managed to balance our centers and small group with other interventions. We saw an increase in growth with our students as a result of small group instruction. We plan to continue that into the 2021-2022 school year.

Also the trend data the past few years indicates a decline from 3rd Math Proficiency to 4th Math Proficiency, resulting in loss of learning gains for rising 4th grade math students. During this school year, we moved the high performing 3rd grade Math teacher to 4th to try and break that cycle. This was done to maintain student achievement of high performing 3rd graders when they move to 4th grade.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Areas that showed the most improvements were ELA Proficiency, ELA Gains, and ELA Lowest Performing Quartile. Based on data from 2018-2019 to present, ELA proficiency increased from 39% to 50%, ELA Gains increased from 41% to 60 % and ELA Lowest Performing Quartile increased from 32% to 75%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors that resulted in significant ELA gains in overall proficiency, gains, and lowest performing quartile include consistent small group instruction and remediation of previously taught standards. In addition to core instruction from the classroom teachers, students received additional small group instruction from the reading interventionist and reading coach to close the learning gap.

What strategies will need to be implemented in order to accelerate learning?

Strategies needed to implement in to accelerate learning include professional development in developing standards based lesson, analyzing student work, and standards based instruction. Developing additional instructional time for small group instruction outside of core instruction, provided by instructional coaches, interventionist, and VE teachers. Partnering with afterschool program to provide standards based lessons for remediation daily.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities that will be provided at the school to support teachers and leaders will including analyzing state standards to ensure instruction, materials, student task, and assessments are fully aligned to state standards. Teachers will also receive professional

development for the implementation of DI Programs such as Reading Mastery, Corrective Reading, and Language for Learning. Lastly teacher will receive professional development in guided reading and small group instruction for reading and math.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented this year to ensure sustainability of improvement in the next year and beyond is continuing to provide standards based instruction, implementation of intervention programs such as (Corrective Reading, Reading Mastery, and Acaletics), small group instruction, and tutoring before/after school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

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. 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.

Measurable Outcome:

In ELA, Math, Science, the school will see student gains increase by at least 5%. While increasing student gains, the school will work to have more proficient students simultaneously

Monitoring:

Standard Based Walkthrough Tool and district progress monitoring assessments.

Person responsible for monitoring outcome:

Deidra Johnson (johnsond2@duvalschools.org)

Evidence-based Strategy:

As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."
<https://www.jstor.org/stable/3699585?seq=1>

Rationale for Evidence-based Strategy:

Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.

Action Steps to Implement

1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment;
2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;
3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible

Deidra Johnson (johnsond2@duvalschools.org)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Based on results from the Spring 2021 FSA Assessment, there was limited evidence of math gains and math gains for lowest performing quartile. Due to an imbalance of time dedicated to core instruction and Acaletics, student were not provided adequate time for prescriptive small group instruction. Using data from formal assessments, small group instruction will allow students to receive more targeted instruction to meet their needs.
Measurable Outcome:	100% of our students will participate in small group instruction and intervention blocks. 85% of our students will make progress towards grade level standards.
Monitoring:	<ol style="list-style-type: none"> 1. Master schedules will have dedicated time allocated for small group instruction and interventions for DI Programs and Acaletics. 2. Frequent walkthroughs to monitor implementation of programs with fidelity 3. Monthly data chats to review and analyze progress monitoring data from interventions.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Data Analysis of baseline data and intervention placement data to determine small group needs with teacher, Reading Coach, Math Coach, and Reading and Math Interventionist schedules.
Rationale for Evidence-based Strategy:	If students are given interventions and small group standard remediation then learning gaps will decrease and mastery will increase.

Action Steps to Implement

1. During Common Planning, baseline data and intervention data will be analyzed
2. Intervention schedules and small group rotations will be determined by using Interventionists, Coaches, Teachers, and VE teachers to pull those groups during a rotation.
3. Planning and pulling additional resources for small groups around standards and interventions will occur during planning with Coaches and Interventionists.
4. Implement centers, small groups, and interventions during school day, before school tutoring, and Saturday School.
5. Analyze student work and progress monitoring assessments for next steps

Person Responsible Jaime Johnson (johnsonj@duvalschools.org)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus	Based off observations and our 5 Essentials Survey, Collective Responsibility was one of our lowest areas. The changes and the school grade put teachers and staff in defense mode and morale was low. We lacked togetherness for the first time ever year.
Description and Rationale:	
Measurable Outcome:	90% of all students and staff will take a collective responsibility in the school and everyone that is a part of the community. Resulting in a 20% decrease in referrals from 2019-2020 to present school year. During 2021 discipline data decreased significantly due to social distance guidelines.
Monitoring:	Student discipline data will be monitored, analyzed, and disaggregated with the school quarterly.
Person responsible for monitoring outcome:	Jaime Johnson (johnsonj@duvalschools.org)
Evidence-based Strategy:	Implement a House System that all students and staff are a part of. House System will be based around 4 Houses and the Essential 55. Continue Social Distance guidelines in all areas.
Rationale for Evidence-based Strategy:	If students and staff buy into the house that they are a part of then they will use that to motivate themselves and each other to be better and to create a more positive learning community.

Action Steps to Implement

1. Sort new teachers and staff into one of the 4 houses during the Summer.
2. Sort all new students in grades PreK-5th grade by late August.
3. All houses will participate in house challenges, house meetings, service projects to earn points for their house, as well as earning points from the Essential 55.
4. Each nine weeks a House Cup Champion based off the points earned.

Person Responsible Edith Smith (smithe2@duvalschools.org)

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	According to the 5 Essentials Survey, we saw the biggest decrease in Quality Professional Development and Collaborative Practices due to going back to basic planning strategies.
---	---

Measurable Outcome:	95% of our teachers will engage in effective standards based planning procedures and analyze progress monitoring data for continued next steps (student work, assessment data, etc).
----------------------------	--

Monitoring:	This area will be monitored using data from 5 Essentials Survey and minutes/agendas from weekly Common Planning.
--------------------	--

Person responsible for monitoring outcome:	Jaime Johnson (johnsonj@duvalschools.org)
---	---

Evidence-based Strategy:	Planning lessons that are standards based with a grade level aligned task.
---------------------------------	--

Rationale for Evidence-based Strategy:	If students are exposed to standards based instruction and aligned task then they will be successful on the state assessment and also mastering grade level standards.
---	--

Action Steps to Implement

1. During Common Planning, meet with coaches to look at standard being taught and possible sub standards as well. Create a Learning Arc to map out teaching of the standard.
2. With the help of the coach, pull resources needed to plan and that are grade level aligned.
3. Lessons are planned during Common Planning with the Coach that are standards based and met Item Specs and Achievement Level Descriptors
4. Student work is analyzed and next steps are planned.

Person Responsible	Tyra Forcine-Mobley (forcinet@duvalschools.org)
---------------------------	---

1. Teacher delivers the created lesson- walkthrough is done to give feedback on alignment

Person Responsible	Jaime Johnson (johnsonj@duvalschools.org)
---------------------------	---

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.</p> <ul style="list-style-type: none"> o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 62%, 4th grade is 49%, and 5th grade is 50%. o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 70% and 2nd - 78%
Measurable Outcome:	<p>K-5 data: *Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points. *Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.</p>
Monitoring:	<p>Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.</p>
Person responsible for monitoring outcome:	<p>Jaime Johnson (johnsonj@duvalschools.org)</p>
Evidence-based Strategy:	<p>Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.</p> <p>Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered.</p> <p>Small group instruction will allow teachers to meet students at their level to support their needs.</p> <p>Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.</p> <p>Checking effectiveness from student data.</p> <p>Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.</p>

Rationale for Evidence-based Strategy:

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection.

<https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the

gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is,

either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next

steps. It may be used by the school alone or with the assistance of the support lead.

<https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development

during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based

on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible

Jaime Johnson (johnsonj@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible

Jaime Johnson (johnsonj@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership,

district content specialists, and district leadership.

Person Responsible

Jaime Johnson (johnsonj@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on data, the number of Out of School Suspensions (OSS) decreased from to from the the previous school year. While there was a decline in the number of referrals and out of school suspensions, the rate in which students are out of the classroom due to ineffective management practices remain at a higher rate than other schools across the district which negatively impacts student achievement. In addition to behavior concerns, attendance remains a priority. There are significant numbers of students who miss more that 10% of school.

The school will address this are of concern by implementing effective PBIS strategies that include preventative and responsive approaches to discipline school-wide and in the classroom. Implement and monitor student accommodations for behavior during instruction. Implement strategies the AIT process and monthly monitor students who are under contract.

The school will also implement a House System The Ron Clark House System will be based around 4 Houses and the Essential 55.

Lastly, we will continue implementation of Social Distance guidelines in all common areas.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Safety

1. Revise, review, and implement expectations outlined in the safe schools plan. Train teachers to ensure understanding of expectations
2. Conduct monthly required safety drills and record findings in the reporting programs
3. Conduct monthly meetings with the safety team to review and update safety protocols when needed

Business /Community Partnerships

1. Cultivate existing partnership for the upcoming year
2. Meet monthly with partners to review programming and effective of the program
3. Seek opportunities to increase the number of business/community partnership at the school

Teacher Recruitment/Retention

1. Seek and hire high quality teachers
2. Assign mentors to support new teachers to the school
3. Conduct monthly teacher meet & greets and address topics submitted by the staff
4. Provide opportunities to teacher leaders to facilitate professional learning or lead committees
5. Establish model classrooms and utilize those rooms for instructional rounding
6. Conduct monthly staff outings to build relationships with staff beyond the school day
7. Provide opportunities for teachers to participate in the decision-making process
8. Survey the teachers and provide opportunities for input in teaching assignments for the next school year

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

In order to increase parent involvement, Sallye B. Mathis has developed a Parent and Family Engagement Plan, which includes various morning, afternoon and night activities within the school to empower parents to help their children in the home setting.. We are looking to build connections between school and home, and the activities described in the PFEP will allow us to do this positively and proactively. We have also developed activities with our Faith Based Partner to connect our school with community stakeholders. The school's partnerships are focused on developing positive and proactive relationships with teachers, staff, parents, and administrators. Through the availability of family services and resources, the needs of the families are usually specific in nature such as counseling services, food and clothing needs and gifts for the holidays. We diligently seek support services in our community so that the parents are aware of locations and services that are easily accessible to them. Community partners are actively involved in the school's improvement plan development and implementation. Student planners, Class Dojo, parent links, school newsletter and phone calls are used to increase the home - school connection.

The school completes a Parental Involvement Plan (PFEP), which is available at the school site and available for request from the main office.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$58,588.91
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	0911 - Sallye B. Mathis Elementary School	UniSIG	0.5	\$37,026.00
			<i>Notes: Supplemental Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best</i>			

			<i>practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with JEB Stuart (25%) and Jefferson Davis (25%).</i>			
	7300	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG		\$4,006.21
			<i>Notes: Supplemental Assistant Principal Benefits Retirement 10.82%</i>			
	7300	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG		\$2,832.49
			<i>Notes: Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG		\$5,935.27
			<i>Notes: Supplemental Assistant Principal Benefits Group Health Insurance 16.03%</i>			
	7300	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG		\$7.41
			<i>Notes: Supplemental Assistant Principal Benefits Life Insurance .02%</i>			
	7300	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG		\$610.93
			<i>Notes: Supplemental Assistant Principal Benefits Workers Compensation 1.65%</i>			
	7300	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG		\$192.54
			<i>Notes: Supplemental Assistant Principal Benefits Flex .52%</i>			
	5100	510-Supplies	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,606.79
			<i>Notes: Supplies, flip charts, filler paper, markers, dry erase markers, binders, pencils, pens, pencil sharpeners, erasers, highlighters, folders, sticky notes</i>			
	5900	120-Classroom Teachers	0911 - Sallye B. Mathis Elementary School	UniSIG		\$2,304.00
			<i>Notes: Tutoring \$24 per hour 96 hours, 6 teachers; This line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 3-5. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - December 10th (before school, after school, or Saturday school). This line item is for tutors to support Math/Science 3 teachers 32 hours each.</i>			
	5900	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG		\$249.29
			<i>Notes: Tutoring Retirement 10.82%</i>			
	5900	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG		\$176.26
			<i>Notes: Tutoring Social Security 7.65%</i>			
	5900	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG		\$38.12
			<i>Notes: Tutoring Workers Compensation 1.65%</i>			
	5900	750-Other Personal Services	0911 - Sallye B. Mathis Elementary School	UniSIG		\$3,000.00
			<i>Notes: Tutoring Part time \$10 per hour, 75 days, 4 hours per day - The line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps from 2019-2020. The minimum qualifications for this Position vary as follows: Tutor I \$ 10.00 per hour (30 hours of</i>			

			College Credit/Associates Degree; Tutor II \$ 18.00 per hour, (Bachelor's Degree); and Tutor III \$24.00 per hour, (Bachelor's degree or higher with a valid teacher certificate). This line item supports the use of part-time tutors @ \$10 - \$16 per hour depending on applicants # of college credit course work completed and corresponding board approved salary + benefits. The tutors will provide small group math and ELA remediation throughout the year to students identified by data for math and/or reading.			
	5900	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG		\$324.60
			Notes: Tutoring Part time retirement 10.82%			
	5900	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG		\$229.50
			Notes: Tutoring part time social security 7.65 %			
	5900	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG		\$49.50
			Notes: Tutoring part time workers compensation 1.65%			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$106,538.88
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0911 - Sallye B. Mathis Elementary School	UniSIG	1.0	\$57,917.17
			Notes: Math Interventionist - This line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. The school will need to push-in and pull-out students for small group instruction. This positions qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identify students will receive assistance in reaching proficient common core skills. This position is not a new position, last year. This position was approved and funded using UniSIG funds.			
	5100	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG		\$6,266.68
			Notes: Math Interventionist Benefits Retirement 10.82%			
	5100	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG		\$4,430.69
			Notes: Math Interventionist Benefits Social Security 7.65%			
	5100	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG		\$9,284.18
			Notes: Math Interventionist Benefits Group Health Insurance 16.03%			
	5100	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG		\$11.58
			Notes: Math Interventionist Benefits Group Life Insurance .02%			
	5100	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG		\$955.64
			Notes: Math Interventionist Benefits Workers Compensation 1.65%			
	5100	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG		\$301.17
			Notes: Math Interventionist Benefits Flex .52%			

	7300	110-Administrators	0911 - Sallye B. Mathis Elementary School	UniSIG	0.25	\$18,000.00
			<i>Notes: Supplemental Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Westview K8 (75%).</i>			
	7300	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,947.60
			<i>Notes: Supplemental Assistant Principal Benefits Retirement 10.82%</i>			
	7300	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,377.00
			<i>Notes: Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG		\$2,885.40
			<i>Notes: Supplemental Assistant Principal Benefits Group Health Insurance 16.03%</i>			
	7300	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG		\$3.60
			<i>Notes: Supplemental Assistant Principal Benefits Life Insurance .02%</i>			
	7300	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG		\$297.00
			<i>Notes: Supplemental Assistant Principal Benefits Workers Compensation 1.65%</i>			
	7300	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG		\$93.60
			<i>Notes: Supplemental Assistant Principal Benefits Flex .52%</i>			
	5900	120-Classroom Teachers	0911 - Sallye B. Mathis Elementary School	UniSIG		\$2,304.00
			<i>Notes: Tutoring \$24 per hour 6 teachers, 96 hours; This line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 3-5. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - December 10th (before school, after school, or Saturday school). This line item is for tutors to support ELA/Social Studies 3 teachers 32 hours each.</i>			
	5900	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG		\$249.29
			<i>Notes: Tutoring benefits Retirement 10.82%</i>			
	5900	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG		\$176.26
			<i>Notes: Tutoring benefits Social Security 7.65%</i>			

	5900	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG		\$38.02
			Notes: Tutoring benefits Workers Compensation 1.65%			
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$175,085.00