Otis A. Mason Elementary School

2021-22 Schoolwide Improvement Plan

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Otis A. Mason Elementary School

207 MASON MANATEE WAY, St Augustine, FL 32086

www-mes.stjohns.k12.fl.us

Demographics

Principal: Monique Keaton

Start Date for this Principal: 8/25/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: B (60%)
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 St. Johns 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.

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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	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
	Math Coach	
	Behavior Specialist	

Demographic Information

Principal start date
Wednesday 8/25/2021, Monique Keaton

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.*
3

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.*
3

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

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	121	109	117	106	101	104	0	0	0	0	0	0	0	658
Attendance below 90 percent	14	14	15	10	10	13	0	0	0	0	0	0	0	76
One or more suspensions	6	3	1	0	6	4	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	7	7	3	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	15	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	26	26	0	0	0	0	0	0	0	0	0	0	52

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	6	9	9	9	9	0	0	0	0	0	0	0	44

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	6	4	10	6	10	8	0	0	0	0	0	0	0	44
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 8/25/2021

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	117	120	107	97	99	97	0	0	0	0	0	0	0	637
Attendance below 90 percent	18	9	8	4	11	8	0	0	0	0	0	0	0	58
One or more suspensions	7	3	2	3	6	4	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	4	4	4	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	4	4	4	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	7	15	10	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	7	15	10	0	0	0	0	0	0	0	32

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	117	120	107	97	99	97	0	0	0	0	0	0	0	637
Attendance below 90 percent	18	9	8	4	11	8	0	0	0	0	0	0	0	58
One or more suspensions	7	3	2	3	6	4	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	4	4	4	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	4	4	4	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	7	15	10	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	7	15	10	0	0	0	0	0	0	0	32

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

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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				63%	75%	57%	64%	72%	56%
ELA Learning Gains				62%	67%	58%	54%	59%	55%
ELA Lowest 25th Percentile				40%	59%	53%	39%	50%	48%
Math Achievement				64%	77%	63%	70%	77%	62%
Math Learning Gains				59%	69%	62%	59%	67%	59%
Math Lowest 25th Percentile				39%	59%	51%	39%	58%	47%
Science Achievement				60%	72%	53%	67%	68%	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	58%	78%	-20%	58%	0%
Cohort Comparison						
04	2021					
	2019	75%	77%	-2%	58%	17%
Cohort Comparison		-58%				
05	2021					
	2019	51%	76%	-25%	56%	-5%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	82%	-22%	62%	-2%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	77%	82%	-5%	64%	13%
Cohort Comparison		-60%				
05	2021					
	2019	51%	80%	-29%	60%	-9%
Cohort Comparison		-77%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	73%	-14%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready data.
Fall = percent of students Early on Grade Level or above.
Winter = percent of students Mid On Grade Level or above.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	28	
	Economically Disadvantaged			
	Students With Disabilities	13	0	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	22	
	Economically Disadvantaged			
	Students With Disabilities	0	0	
	English Language Learners			

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	39	40	
	Economically Disadvantaged			
	Students With Disabilities	4	0	
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	16	23	
	Economically Disadvantaged			
	Students With Disabilities	9	4	
	English Language Learners			

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	52	40	
	Economically Disadvantaged			
	Students With Disabilities	28	21	
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	18	22	
	Economically Disadvantaged			
	Students With Disabilities	0	14	
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	38	
	Economically Disadvantaged			
	Students With Disabilities	23	18	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	21	
	Economically Disadvantaged			
	Students With Disabilities	15	11	
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	31	
	Economically Disadvantaged			
	Students With Disabilities	4	8	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	26	
	Economically Disadvantaged			
	Students With Disabilities	11	11	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	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	26	39	53	53	55	61	15				
BLK	27	36		27	50		14				
HSP	52			83			50				
MUL	64			71							
WHT	66	61	86	82	71	73	83				
FRL	47	50	42	61	50	45	47				

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	26	36	33	29	29	25	32				
BLK	28	35	29	28	30	13					
HSP	67	60		71	53						
MUL	73			64							
WHT	67	66	40	69	64	50	64				
FRL	45	50	42	46	45	36	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	40	34	38	43	29	45				
BLK	39	57	40	39	43	27	42				
HSP	62	60	50	84	71						
MUL	50			50							
WHT	69	54	38	73	60	38	76				
FRL	51	46	31	59	52	35	54				

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	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
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	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
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	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
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?

Across grade levels the following trends are noticed:
Grade levels:
?????????????????????????????
?????????????????????????????
?????????????????????????????
Subgroups:
The Multiracial, Hispanic, Black, and FRL subgroups maintain the same School Grade for subgroup Grade
The Science Achievement improved for each the white,
Math Learning Gains for each subgroup improved in 2021 from 20219
Increase in the lowest quartile across the FRL, SWD, and White subgroups

Core Content Areas:
Math Achievement consistently outscores ELA Achievement
ELA Achievement continues to decline 2017 - 2018 64%
2018 - 2019 63%
2020 - 2021 60%

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

The greatest need for improvement is in the following areas:
Subgroup - Black - ELA Achievement in 2019 28%
ELA Achievement in 2021 27%
Subgroup - Black - Math Achievement in 2019 28%
Math Achievement in 2021 27%

Subgroup - Black - ELA Learning Gains in 2019 35%
Black - ELA Learning Gains in 2021 36%

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

Contributing factors to this need for improvement (What the school can control);
No intervention block was built into the master schedule.
Too much focus, based on past initiatives, on i-Ready, the instructional tool.
Our school is still in the beginning stages of the PLC Process
Small group instruction is being expected and implemented. We are in the beginning stages of this expectation
Students did not track their progress towards their learning goals
Teachers lacked tracking students' progress towards students learning goals or provide timely if any feedback on their learning.
Some students in the identified subgroups are being counted in all three categories - bottom quartile, SWD, and Black. In addition, some of these students received behavioral referrals an out of school suspensions which leads to time out of class and missed instruction.

New Actions needed to address this need for improvement:
Implementation of Acceleration Block
Focus on teaching standards, reteaching standards, small group instruction, building reading culture in school, data chats, kid talks, continue building PLC processes,CFQ

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

School Grade Data Component: ELA Learning Gains - from 40% (2019) to 63% (2021) (+23)
Math Learning Gains/Lowest quartile - from 39% (2029) to 65% (2021) (+26)
??????????Grade Level Data: Grade ?????????????? ELA 2018 54% to 2019 57% (+21%)

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

Contributing factors to this improvement include:
School
1. Focused on students with disabilities by tracking their learning via a prescription spreadsheet.
2. Implemented Tuesday and Thursday PLCs. Admin. and Leadership Team attended
3. School worked in conjunction with district CAST Members and AIS teachers on assignment
4. Data discussions were held on a regular basis
5. District ESE colleague worked collaboratively with the school to meet the needs of students that fall in the ESSA subgroups
6. School began establishing Reading Culture and invested in Renaissance Learning
7. School utilized web-based programs, IXL and Reflex Math to practice and improve math skills and standards

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

Scaffolding Intentionally One of the easiest ways to accelerate is to determine the taxonomy of a lesson's standard and learning target, and then begin instruction at a lower taxonomy level, building understanding and confidence as you gradually ramp up the rigor.
Building Knowledge and Vocabulary Research has shown that two factors – relevant background knowledge and vocabulary.
Systematic planned encounters with texts, photographs, recordings, and infographics that are all connected to a topic provide students with the concepts and words needed to successfully tackle

challenging grade-level tasks. Prioritizing Standards Not all standards are created equal, yet sometimes all are given equal instructional time. Diagnosing Essential Missed Learning If we don't know which concepts and skills students are missing, how can we possibly provide the kind of targeted instruction needed to bridge those gaps? In our current situation, many teachers have less instructional time with students as a result of school closures or virtual class schedules. Modifying Guided Reading In typical guided reading implementations, students work with the teacher while reading texts at their instructional level during small group time.

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.

OMES joins the SJCSD in participating in becoming Professionally Developed in the following areas:
My View
SAAVAS
Fundations
CFQ
In addition, OMES will continue learning about the following:
MDIS
Renaissance Learning
CFQ

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

Additionally, we will support the implementation of this year's master intervention schedule, work to build upon and establish school's leadership team, and focus on hiring and retaining quality staff.
This year we are attempting departmentalization, a defined acceleration block, and the i, implementation of an ESE schedule established by the recommendation of the Florida Diagnostic and Learning Resources System.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Due to the downward trend of scores for our students with disabilities in the area of ELA, our school has chosen to make this a critical area of focus. By doing so, our students with disabilities will begin to close the achievement gap and become more proficient in grade level standards.
Measurable Outcome:	For the 2021 - 2022 school year, at least ??% of the students in grades 4 and 5 will make a learning gain
Monitoring:	This area of focus will be monitored for the desired outcome via ongoing data chats during the bi-weekly Professional Learning Community meetings and during the Kid talks during GRIN WIN sessions. Using the student filtered features of Performance Matters, PLCs will monitor students' progress on summative assessments and common focus quizzes. Teachers and PLCs will regularly utilize common formatives to determine students' needs and provide reteaching via small group and individualized instruction as needed.
Person responsible for monitoring outcome:	Monique Keaton (monique.keaton@stjohns.k12.fl.us)
Evidence-based Strategy:	Increased use of research-based programs such as SIPPS and WILSON to target ELA skills. Increased use of the i-Ready ELA skills.
Rationale for Evidence-based Strategy:	The programs match state, district, school, and clasroom needs while meeting the new ESSA evidence standards. The programs listed are effective.

Action Steps to Implement

Training and monitoring in the utilization of research based interventions and resources such as SIPPS, LLI, i-Ready, Fundations, and WILSON.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

ESE schedule that allows for specific programs such as SIPPS, WILSON, LLI, FUNDATIONS, and Voyager to be utilized with fidelity.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Ensuring students with IEP's are written to target specific standards and concepts in ELA that are critical to moving a student forward in his/her learning.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Training with district program specialist for ELA.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Monthly meetings including the LEA and ESE service providers for updates on scheduling, groups of students, the fidelity of program usage, and proper use of paraprofessional assisance.

Person Responsible   Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Intervention block built into the master schedule to gie classroom teachers extra time to remediate/reteach key ELA skills.

Person Responsible   Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Computer lab time built into the resource wheel to allow for Reflex, IXL, and Generation Genius reinforcement and intervention.

Person Responsible   Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Monthly meetings with grade-levels and the leadership team to discuss data, monitor student progress ad determine next steps for instruction.

Person Responsible   Monique Keaton (monique.keaton@stjohns.k12.fl.us)

ESE schedule that allows for support facilitation.

Person Responsible   Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Training and support from district CAST and AIS, teachers on assisgnement.

Person Responsible   Monique Keaton (monique.keaton@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Learning gains in the area of Math for our students with disabilities and students who are African American. Overall learning gains for African American Students has decreased from 43% (2018) to 30% (2019.)n the area of math. Overall learning gains for SWD has decreased from 43% (2018) 29% (2019) in the area of math. Due to the downward trend of scores for our students with disabilities in the area of Math, our school has chosen to make this a critical area of focus. By doing so, our students with disabilities and our African American students will begin to close the achievement gap and become more proficient in grade level standards.
Measurable Outcome:	For the 2020 - 2021 school year, at least 60% of students grades 4 and 5 will make a learning gain in Mathematics.
Monitoring:	This area of focus will be monitored for the desired outcome via ongoing data chats during the bi-weekly Professional Learning Community meetings and during the Kid talks during GRIN WIN sessions. Using the student filtered features of Performance Matters, PLCs will monitor students' progress on summative assessments and common focus quizzes. Teachers and PLCs will regularly utilize common formatives to determine students' needs and provide reteaching via small group and individualized instruction as needed.
Person responsible for monitoring outcome:	Monique Keaton (monique.keaton@stjohns.k12.fl.us)
Evidence-based Strategy:	Increased use of research-based programs such as SIPPS, WILSON to target Math skills. Increased use of the i-Ready instructional component (lessons passed, time on task) for Math.
Rationale for Evidence-based Strategy:	The programs match state, district, school, and classroom needs while meeting the ESSA evidence standards. The programs listed are effective because they are research-based.

Action Steps to Implement

Training and monitoring in the utilization of research based interventions and resources such as SIPPS, WILSON and i-Ready. The utilization of MDIS to diagnose specific mathematics deficits and intervene.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Intervention block built into the master schedule to give classroom teachers extra time to remediate/ reteach key Math skills.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Computer Lab time built into the Resource wheel to allow for Reflex Math and IXL Math instruction and intervention.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Ensuring RTI Plans are written, research-based interventions are provided, and progress is monitored for students that do not have additional academic support through and IEP

Person Responsible Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Ongoing professional development and follow-up with district program specialist in ELA, Math, and Science.

Person Responsible Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Training and support from district level program interventionist and CAST sprecialist for Math.

Person Responsible Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Monthly meetings including the LEA and ESE Service providers for updates on scheduling, groups of students, the fidelity of programs usage, and proper use of paraprofessional assistance.

Person Responsible Monique Keaton (monique.keaton@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to	
Area of Focus Description and Rationale:	Decreased number of behavioral incidents, referrals and out of school suspensions. From August 10, 2018 - March 29, 2019, the number of behavior incidents in eSchoolPlus was 426 (an increase from 2017 - 2018 when 318 incidents were recorded. From August 10, 2018 to March 29, 2019, the number of Out of School Suspension (OSS) days in eSchoolPlus was 36 (an increase from 2017 - 2018 when 29 OSS days were recorded.)
Measurable Outcome:	Due to the implementarion of PBIS, Consciouse Discipline and Character Counts 6, the number of behavior incidents, referaals and out of school suspensions will decrease ????????????
Monitoring:	
Person responsible for monitoring outcome:	Monique Keaton (monique.keaton@stjohns.k12.fl.us)
Evidence-based Strategy:	Character Counts 6 Conscious Discipline and Positive Behavior Insterventionsist System Behavior Interventionist of Staff
Rationale for Evidence-based Strategy:	Mason utilizes a PBIS framework and Conscious Discipline techniques and approaches to support students' behavior and development. Our approaches to discipline need to be more positive, proactive and preventative. Our approaches to discipline needs to be more positive, proactive and preventative. Our school-wide and classroom expectations are grounded in the acronym, L.E.A.D (Live Safely, Exhibit Kindness, Act Responsibly, Demonstrate Respect.) Our students will benefit from the Behavior Interventionist intervening with the staff first and helping them to understand how to make expectations clear, how to model expect ions, when to provide practice and feedback and how to reinforce positive behavior. The Behavior Interventionist will provide coaching/mentoring to teachers in the classroom in the areas of classroom management, social emotional learning, and positive behavior support. The Behavior Interventionist will meet with teachers monthly to review behavior data, problem solve, facilitate collaborative discussions on the grade-level so that teachers support each other.

Action Steps to Implement

PBIS/Conscious Discipline Training (August 2021) and Ongoing

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Monthly meetings schedule with the grade-level, Behavior Interventionist and administration

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Ongoing coaching and mentoring between Behavior Interventionist and selected classroom teachers.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Weekly problem-solving meetings with the MTSS Core Team (including a district mental health counselor and social worker).

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Follow through with expectations of implementation and celebrating success (email reminders, weekly staff newsletter, keeping teachers and staff equipped with Manatee Money, managing students' rewards in

the Manatee Mall, recognition of students earning positive behavior referrals, LEADers with Character celebrations).

Person Responsible Monique Keaton (monique.keaton@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Overall learning gains for SWD decreased from 43% (2018) 29% (2019) in the area of math. The 2021 overall learning gains were ???% Due to our continued deficit of being below the 41% indicator, for our students with disabilities, our school has chosen to make this a critical area of focus.
Measurable Outcome:	For the 2021 - 2022 school year, at least 50% of the student with disabilities in grade 5 will make learning gains in the area of ELA and Math.
Monitoring:	
Person responsible for monitoring outcome:	Monique Keaton (monique.keaton@stjohns.k12.fl.us)
Evidence-based Strategy:	Increased use of the research-based programs such as SIPPS, WILSON, Fundations, LLI, to target ELA skills. The use of MDIS to sprecially diagnose students gap standards and intervene accordingly. Increased use of the Reflex, IXL and Generation Genius.
Rationale for Evidence-based Strategy:	The programs match state, district, school and classroom needs while meeting the new ESSA evidence standards. The programs listed are effective.

Action Steps to Implement

Training and monitoring in the utilization of research-based interventions and resources such as SIPPS, SAAVAS and WILSON

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Intervention block built into the master schedule to give classroom teachers extra time to accelerate/ reteach key ELA and /or Math standards.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Weekly/Monthly meetings with grade levels and the Leadership Team to discuss data, monitor student progress, and determine next steps for instruction.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

ESE schedule that allows for specific programs such as SIPPS, WILSON, Fundations to be utilized with fidelity.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Ensuring students' IEP's are written to target specific standards and concepts in ELA and Math that are critical to moving a student forward in his/her learning goal.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Monthly meetings including the LEA and ESE service providers for updates on scheduling, groups of students, the fidelity of program usage, and proper use of paraprofessional assistance.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	Learning gains in the area of Math for our students with disabillites and students who are African American. Overall learning gains for African Americn students has ????????? from ???? (2019) to ????? (2021) in the area of Math.
Measurable Outcome:	For the 2021 - 2022 school year, at least 50% of African Americ Students will make learning gains in the area of Math and ELA.
Monitoring:	Otis A. Mason Elementary School will monitor this progress by monitoring quarterly MDIS assessments, Summative assessments, Reflex Math, IXL Math, i-Ready diagnostic data and small group instruction provided by the classroom teacher.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Increased use of reasearch-based programs such as SIPPS, LLI, WILSON, Voyager, and Fundations to target ELA skills. Pearson's MDIS assessments and i-Ready diagnostics will be used to identify the student deficits in mathematics. Teachers will intervene accordingly.
Rationale for Evidence-based Strategy:	The programs match state, district, school and classroom needs while meeting the ESSA evidence standards. The programs listed are effective because they are research based.

Action Steps to Implement

Training and monitoring the utilization of research-based interventions and resources such as SIPPS, i-Ready, MDIS and WILSON.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

ESE schedule that allows for specific programs such as SIPPS and WILSON to be utilized with fidelity.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Ensuring students with IEP's are written to target specific skills and concepts in ELA that are critical to moving a student forward in his/her learning.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Training with district program CAST specialist and interventionist for ELA and Math.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Ongoing Professional Development and follow-up with district program specialist in ELA, Math and Sceince.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Monthyly meeings including the LEA and ESE service providers for updates on schedlling , groups of students, fidelity of program usage and proper use of paraprofessional assisance.

Person Responsible	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the 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.

Otis A. Mason Elementary School reported 0.3 incidents per 100 students. When compared to all elementary schools statewide, we fall into the low category. Otis A. Mason Elementary school ranks #426 our of 1,395 elementary schools statewide. We ranked #11/17 elementary schools in the county. The suspensiion information is concerning. The total suspension reported during the 20219 - 2020 schoo year reflect a Statewide Rank: #926/1,395 and a County Rank of #15/126. The suspension per 100 student is 4.5. There were a total of 32 Out of School reported sspensions. Otis A. Mason's ranking exceeded the states 3.9 ranking.

Evaluating the school climate and culture helps school leadership monitor progress toward success. Collecting and analyzing school culture data will support academic goals by helping to facilitate classroom environments that will be most effective for students. Measuring school climate and culture not only involves collecting data from school staff and students but also families and the community. This provides a more expansive idea about how the school is perceived from multiple stakeholders.

Include Shauna, Starr and RTI, Soecial Emotional Goals on IEP's and CC, CD and PBIS

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.

Otis A. Mason Elementary school understands the value of building relationships. We understand them to be the most important part of establishing a school culture. We foster and forward positive relationships with students and among peers. At Otis A. Mason Elementary, we invest in people. In addition to investing in people directly, we host several Parent/Teacher get-togethers. They come in the form of Meet and Greets, Parent-Teacher Conferences, Virtual Conferences, InTake Conferences, and a team approach to IEP and

RTI meetings. We publish, family-friendly communications via our monthly newsletter, OMES-at-a Glance. The newsletter takes into consideration the busy lives of our families. It highlights and encourages our positive school culture. We use this platform to shine a spotlight on some of our outstanding student achievements for our parents and community to see. Past issues have included items such as our students winning Battle of the Books, our 4th-grade class winning the Alligator Farm's Edu-Gator contest, and our running club's participation and placement at a local 5K. Within the Newsletter we announce upcoming events and programs like our Trunk or Treat, Take your Child to School Day, Dad's and Donuts, Scholastic Bookfair Nights and up and coming concerts, games, and happenings. The Newsletter is also used to bring attention to different school procedures to help keep parents informed and students safe. Our newsletter showcases the St. Johns County Pillars of Character during each pillar's designated month. We are convinced that with continued exposure to the district's Character Counts! the program, students and families will embrace the pillars in their everyday interaction with peers, teachers, and family. . We are excited to capture our students' strengths and our school's culture through encouragement and recognition of good behavior.

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

The stakeholders are Mr. Otis A. Mason. Otis A. Mason is the school's namesake. Among other accomplishments, He is St. Johns County's first and only African American superintendent.
Stakeholders include the faculty and staff at Otis A. Mason Elementary and the St. Johns County School District.
St. Johns County employees are held to a standard of good character and high expectations.
The Otis A. Mason community, members of the Parent Teacher Organization, members of the School Advisory Council, parents, and students are all stakeholders that understand the bylaws, standards, and goals of Otis A. Mason Elementary school. Each stakeholder's role is to contribute to OMES's success by supporting our efforts to fullfill our school's mission and vision.