

St. Johns County School District

# Otis A. Mason Elementary School



2022-23 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: 8/29/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	48%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (65%) 2018-19: B (55%) 2017-18: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Otis A. Mason Elementary School

207 MASON MANATEE WAY, St Augustine, FL 32086

www-mes.stjohns.k12.fl.us

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">48%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">30%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	B	B

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

At 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Keaton, Monique	Principal	
Antoine, Marie	Assistant Principal	
Borie, Amy	Instructional Coach	
Ford, Torrey	Math Coach	
Mayo, Shauna	Dean	
Raynor, Annemarie	Assistant Principal	

### Demographic Information

#### Principal start date

Monday 8/29/2022, Monique Keaton

**Number of teachers with a 2022 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 2022 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.*

10

**Total number of teacher positions allocated to the school**

49

**Total number of students enrolled at the school**

717

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

12

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

12

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	115	123	115	104	108	104	0	0	0	0	0	0	0	669
Attendance below 90 percent	19	19	17	9	24	12	0	0	0	0	0	0	0	100
One or more suspensions	2	4	4	1	8	5	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	5	5	5	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	5	5	5	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	8	9	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	8	7	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Using the table above, complete the table below with the number of students by current grade level who have 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	7	11	14	12	0	0	0	0	0	0	0	47

**Using current year data, complete the table below with the number of students identified as being "retained.":**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	13	9	6	3	1	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Monday 8/29/2022



**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	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	

**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	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	

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	74%	56%				63%	75%	57%
ELA Learning Gains	62%						62%	67%	58%
ELA Lowest 25th Percentile	57%						40%	59%	53%
Math Achievement	77%	50%	50%				64%	77%	63%
Math Learning Gains	68%						59%	69%	62%
Math Lowest 25th Percentile	59%						39%	59%	51%
Science Achievement	63%	77%	59%				60%	72%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	78%	-20%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	75%	77%	-2%	58%	17%
Cohort Comparison		-58%				
05	2022					
	2019	51%	76%	-25%	56%	-5%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	82%	-22%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	77%	82%	-5%	64%	13%
Cohort Comparison		-60%				
05	2022					
	2019	51%	80%	-29%	60%	-9%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	73%	-14%	53%	6%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	38	48	45	56	63	63	37				
BLK	46	56		58	56	40					
HSP	55	50		76	90						
MUL	63	64		63	36						
WHT	72	63	59	79	69	67	67				
FRL	53	59	50	68	59	54	46				
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				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
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	453
Total Components for the Federal Index	7
Percent Tested	100%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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%	0

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

Trends amongst Subgroups:

Multiracial - No noticeable trend

Blacks - Students are not achieving in Science

Hispanic - Math achievement has increased over the past two years 2020 - 2021 and 2021 - 2022

FRL - Student data has increased over past three years

Trends across Core Content Areas

Math Achievement continues to consistently outscore ELA achievement

2021 - 2022 - 77%

2020 - 2021 - 77%

2018 - 2019 - 64%

ELA Learning Gains increased from 2020 - 2021 to 2021 - 2022

2020 - 2021 - 55%

2021 - 2022 - 62%

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The greatest need for improvement is in the following areas:

SWD 38 48 45 56 63 63 37 50 C

Black 46 56 58 56 40 51 C

**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 2022 state assessments, showed the most improvement?**

Most improved components

ELA Achievement t

2020 - 2021 60%

2021 - 2022 67%

ELA Learning Gains

2020 - 2021 55%

2021 - 2022 62%

Math Learning Gains

2020 - 2021 66%

2021 - 2022 68%

**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 weekly Tuesday and Thursday PLTs. 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 colleagues worked collaboratively with the school to meet the needs of students that fall in the ESSA subgroups
6. School began establishing a 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 SJCS D in participating in becoming Professionally Developed in the following areas:

My View

SAVVAS

Foundations

CSA

In addition, OMES will continue learning about the following:

MDIS

Renaissance Learning

CSA

Lexia Core 5

**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 co-teaching a defined acceleration block, and the implementation of an ESE schedule established by the recommendation of the Florida Diagnostic and Learning Resources System.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Overall ELA performance increased from 31.66 (2019) to 39.33 (2021).  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Due to our experience of having had a 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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** For the 2021 - 2022 school year, at least 50% of the student with disabilities in grades 4&5 will make learning gains in the area of ELA.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** Via bi-weekly PLT meetins and quarterly Prime Time

**Person responsible for monitoring outcome:** Torrey Ford (torrey.ford@stjohns.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** ncreased use of the research-based programs such as SIPPS, WILSON, Foundations, LLI, i-Ready, DRAs, CFQs, and AR to target ELA skills. The use of MDIS to specifically diagnose students gap standards and intervene accordingly.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Training and monitoring the utilization of research-based interventions and resources such as SIPPS, SAVVAS. and Foundations

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

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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 continue to close the achievement gap and become more proficient in grade level standards.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

For the 2022 - 2023 school year, at least 50% of the students in grades 4 and 5 will make a learning gain

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored for the desired outcome via ongoing data chats during the bi-weekly Professional Learning Team meetings and during the Kid talks during Prime Time sessions. Using the student filtered features of Performance Matters, PLTs will monitor students' progress on summative assessments and common summative assessments. Teachers and PLTs will regularly utilize common summative assessments to determine students' needs and provide reteaching via small group and individualized instruction as needed.

**Person responsible for monitoring outcome:**

Amy Borie (amy.borie@stjohns.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Increased use of research-based programs such as SIPPS, Voyager, Lexia Core 5 and WILSON, Foundations to target ELA skills. Increased targeted small group instruction, targeted teaching and reteaching of the standards and targeted instruction towards deficiencies.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

The programs match state, district, school, and classroom needs while meeting the new ESSA evidence standards. The programs listed are effective.

**selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Otis A. Mason is experiencing the same decline in teacher recruitment and retention that is occurring across St. Johns County, the state, and the country.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve.**  
**This should be a data based, objective outcome.**

Twelve teachers departed Otis A. Mason Elementary during the 2021 - 2022 school year. Through the effective implementation of the Teacher Recruitment efforts of the SJCSO, OMES will decrease the percentage of teacher departures by 25% or more.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Through teacher collaboration, participation and increased support via our school-based New Teacher facilitator and SJCSO's teachers on assessment.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

As evidenced by our SJCSO HR department: Human Resources will be coordinating a "New Teacher Lead" program. This is part of our retention efforts and will provide a connection with our PDCP teachers (alternative education teachers) who will also be involved to help meet some of their requirements as part of their program. Here is what you need to know about the "New Teacher Lead" program. New Teacher Leads will receive all the necessary monthly training materials to conduct monthly meetings. PowerPoints, handouts, notebooks, etc. will be provided. These will align with the FEAPS, PEC, FTEM and DPGP. They all derive from the same purpose. This will allow us to create a common message for our district to support teacher retention.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

The purpose of this program is to provide continuity and consistency at every school for our new teachers both new to the district and experienced (differentiating the meetings), so we know they are receiving monthly support in identified areas.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#4. Transformational Leadership specifically relating to Character Counts**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Decreased number of behavioral incidents, referrals and out of school suspensions. From August 10, 2020 - March 29, 2021, the number of behavior incidents in eSchoolPlus was 426 (an increase from 2018 - 2019 when 318 incidents were recorded. From August 10, 2019 to March 29, 2020, the number of Out of School Suspension (OSS) days in eSchoolPlus was 36 (an increase from 2018 - 2019 when 29 OSS days were recorded.) During the 2021 - 2021 school year, eSchool data reports a total of 75 incidents and 99 OSS days.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Due to the implementation of PBIS, Conscious Discipline, and Character Counts 6, the number of behavior incidents, referrals and out of school suspensions will decrease by 25%.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Teacher collaboration  
Through RTI Behavior  
Manatee Mod Participation  
MTSS/RTI Core

**Person responsible for monitoring outcome:**

Shauna Mayo (shauna.mayo@stjohns.k12.fl.us)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Character Counts 6  
Conscious Discipline and Positive Behavior Interventionists System  
Behavior Interventionist of Staff

**implemented for this Area of Focus.**

**Rationale for**

**Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/criteria used for selecting this 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 expectations, 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 school culture and environment.**

The stakeholders are Dr.. 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 fulfill our school's mission and vision.