

Duval County Public Schools

# Sallye B. Mathis Elementary School



2020-21 Schoolwide Improvement Plan

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## Sallye B. Mathis Elementary School

3501 WINTON DR, Jacksonville, FL 32208

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

### Demographics

**Principal: Jaime Johnson**

Start Date for this Principal: 1/14/2014

<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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (39%) 2017-18: C (49%) 2016-17: D (34%) 2015-16: C (53%)
<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>	CS&I
* 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 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](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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## 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)	2019-20 Title I School	2019-20 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	99%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	D

### School Board Approval

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### SIP Authority

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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 engage students in relevant inquiry based investigations of real world topics with a focus on science, technology, engineering and mathematics.

#### **Provide the school's vision statement.**

Students will be fully engaged and demonstrate their understanding and learning by completing performance based projects and tasks. Students will work on appropriately rigorous content that prepares them for success in college and in the workforce while taking ownership of their learning.

### School Leadership Team

#### **Membership**

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

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

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



Name	Title	Job Duties and Responsibilities
		<p>strategies for teachers.</p> <p>*Facilitates dialogue through collegial discussion with the district administrative staff and school personnel.</p> <p>*Assists teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies.</p> <p>*Models high quality teaching, observes new teachers in their classrooms and gives feedback to teachers in methodology.</p> <p>*Maintains appropriate documentation of teacher performance and assists teachers in demonstrating competencies.</p> <p>*Helps teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning.</p> <p>*Assists teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning.</p> <p>*Works with school site mentors and administrators to assist with the development of new teachers.</p> <p>*Keeps a daily accountability log.</p> <p>*Attends coordination and training meetings with other coaches in district.</p> <p>*Assists with the development of site-based professional development for teachers.</p> <p>*Serves as a liaison between assigned schools and district curriculum department.</p>

Johnson, Assistant  
Jaime Principal

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

## Demographic Information

### Principal start date

Tuesday 1/14/2014, 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

### Demographic Data

<b>2020-21 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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (39%) 2017-18: C (49%) 2016-17: D (34%) 2015-16: C (53%)
<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>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

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

Tuesday 6/30/2020

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	51	48	58	76	47	74	0	0	0	0	0	0	0	354
Attendance below 90 percent	20	14	22	12	18	15	0	0	0	0	0	0	0	101
One or more suspensions	0	4	9	10	7	8	0	0	0	0	0	0	0	38
Course failure in ELA or Math	3	3	4	9	9	8	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	7	12	14	0	0	0	0	0	0	0	33

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	4	7	9	13	0	0	0	0	0	0	0	39

**The number of students identified as retainees:**

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

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	51	48	58	76	47	74	0	0	0	0	0	0	0	354
Attendance below 90 percent	20	14	22	12	18	15	0	0	0	0	0	0	0	101
One or more suspensions	0	4	9	10	7	8	0	0	0	0	0	0	0	38
Course failure in ELA or Math	3	3	4	9	9	8	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	7	12	14	0	0	0	0	0	0	0	33

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	4	7	9	13	0	0	0	0	0	0	0	39

The number of students identified as retainees:

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

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	50%	57%	23%	49%	55%
ELA Learning Gains	41%	56%	58%	32%	56%	57%
ELA Lowest 25th Percentile	32%	50%	53%	35%	54%	52%
Math Achievement	53%	62%	63%	42%	62%	61%
Math Learning Gains	47%	63%	62%	40%	63%	61%
Math Lowest 25th Percentile	30%	52%	51%	36%	54%	51%
Science Achievement	28%	48%	53%	30%	50%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	51%	-20%	58%	-27%
	2018	30%	50%	-20%	57%	-27%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	36%	52%	-16%	58%	-22%
	2018	44%	49%	-5%	56%	-12%
Same Grade Comparison		-8%				
Cohort Comparison		6%				
05	2019	32%	50%	-18%	56%	-24%
	2018	35%	51%	-16%	55%	-20%
Same Grade Comparison		-3%				
Cohort Comparison		-12%				

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

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	32%	56%	-24%	55%	-23%
Same Grade Comparison		-9%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C 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				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	17		26	39						
BLK	21	30	35	41	38	36	28				
FRL	21	33	36	42	39	36	32				

### ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	270
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

In 2018-2019, the Reading Learning Gains and Least Performing Quartile was concerning. We dropped in Proficiency but not as significant as the other areas of Reading. That year we focused more time on whole group standards based instruction and did not balance our centers and small group instruction like we did in previous years. Last year (2019-2020), we managed to balance our centers and small group with other interventions. We saw an increase in growth with our students. We plan to continue that into the 2020-2021 school year.

Also the trend data the past few years shows a continuous decline from 3rd Math Proficiency to 4th Math Proficiency. Last year (2019-2020) we moved the high performing 3rd grade Math teacher to 4th to try and break that cycle. This was done to hold our Proficiency kids where they were and to increase Learning gains.

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

The Lowest Performing Quartile in Reading during the 2018-2019 School Year had a 30 point drop. That year we had transition with our VE Teacher. She had received another position and we filled it with someone else. This impacted our kids because they had a close relationship with the VE teacher that had moved. The new VE teacher struggled with management and relationships. This past school year (2019-2020), we had more stability with our VE teachers. Instead, case loads and scheduling were definitely a challenge. This upcoming school year we designed the Master Schedule around the VE teachers. This way we can help with managing case loads and building in that scheduled time.

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



According to the 2018-2019 data, our biggest gaps are 5th grade Science and 3rd grade Reading. That year we made a 1% increase in 3rd grade Reading but the gap is the same from the year prior when we made a double digit gain in reading. We had many students who came in that year that were multiple grade levels behind. We used many interventions that year to get them where they needed to be, but it wasn't enough to close the entire gap. We felt confident with what they could show in 4th grade during the 2019-2020 school year. All data points we had showed they were making progress towards proficiency and learning gains for the 2019-2020 school year. In Science that year, we dropped 8 points in Proficiency from the year before as well as increase our gap with the state. That year our 5th grade Science teacher was out on Maternity Leave for 3 months so that impacted instruction, even though my Assistant Principal jumped in and helped teach. This past school year (2019-2020), we did things a little differently. We had each teacher teach Science to their own homeroom. They integrated reading strategies into to content and it showed students having a better understanding on the content.

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

Math Proficiency increased by 2%, which was our highest Math Proficiency ever. That year was our first year utilizing Acaletics. This assisted with spiral back and building Pre-Requisite Knowledge. This past school year we were showing even more growth with math and the Acaletics Pre-Post Assessments.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

My most concern then and still now is our proficiency levels and the learning gains of our ESE students. We dropped in Proficiency and trying to get the on grade level is a priority. Small group instruction and scaffolding is important. Building our Master Schedule around VE teachers I believe will help with targeted instruction.

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

1. Progress Monitoring
2. Small Group Instruction
3. Standards-based Instruction
4. Interventions for each child- keep the groups flexible
5. Data Chats for teachers and students

## 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.

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

**Area of Focus Description and Rationale:** Referral data increased with primary students and in areas of transition for all students. Some of our PBIS plan that had worked in years past was not working this year. 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. We had 5 teachers visit Ron Clark Academy in February and brought back ideas for us to implement this school year.

**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 2020-2021 school year.

**Person responsible for monitoring outcome:** Kathleen Adkins (johnsonk5@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.

**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 all teachers and staff into one of the 4 houses during the Summer. House Ceremony will be during Pre-Planning. Hype video to get buy in.

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

2. Sort all students in grades PreK-5th grade by late August. Hype video to get buy in

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

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. House points will be tracked through the Live School App.

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

4. Each nine weeks a House Cup Champion based off the points earned and tracked through the Live School App.

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

5. Send additional teachers to Ron Clark during the 2020-2021 school year so that they can bring additional ideas to enhance the house system

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

6. House Field Trip to Medieval Times to experience the correlation between house systems then and now.

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

### #3. Leadership specifically relating to Specific Teacher Feedback

**Area of Focus Description and Rationale:** Last school year, we spent time walking classrooms and utilizing the Standards Walkthrough Tool, but I missed opportunities for feedback. Teachers felt as though they would receive visits but not feedback to truly help their practice. According to the 5 Essentials Survey, we saw a decrease in Instructional Leadership, especially in providing more individual feedback to teachers. According to the data, we saw a 26% drop (65% to 39%) in strongly agree.

**Measurable Outcome:** 95% of our teachers will receive individual quality feedback weekly.

**Person responsible for monitoring outcome:** Kathleen Adkins (johnsonk5@duvalschools.org)

**Evidence-based Strategy:** Providing feedback to teachers weekly around a specific look-for to help improve instruction.

**Rationale for Evidence-based Strategy:** If individual, meaningful feedback is given to teachers to help improve instruction then student learning and proficiency will increase.

### Action Steps to Implement

1. Create an observation calendar for the week

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

2. Walkthrough 4-5 classes with intent to give specific feedback to teacher

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

3. Send feedback email or meet with teacher specifically

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

4. Provide next steps

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

5. Follow up

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

**#4. Instructional Practice specifically relating to Small Group Instruction****Area of Focus Description and Rationale:**

When I dropped to a D I noticed that our small group and intervention balance was off. We did not use our small group instruction as effectively as we did the year prior. In 2017-2018, we pushed small group instruction and centers to meet kids where they were and push them to the next level. We used it to target standards that needed to be remediated and also as enrichment for students that were exceeding the standard. During the 2018-2019 school year, we implemented an intervention program that took majority of our small group time away due to the time we had and that hindered our ability to continue what we did the year before.

**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.

**Person responsible for monitoring outcome:**

Kathleen Adkins (johnsonk5@duvalschools.org)

**Evidence-based Strategy:**

Data Analysis of baseline data and intervention placement data to determine small group needs with teacher, In-school Tutor, Reading Coach, Math Coach and Reading and Math Interventionist schedules, along with Blended Learning needs (IReady, Achieves, Reflex Math)

**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

**Person**

**Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

2. Intervention schedules and small group rotations will be determined by using In-school Tutor, Interventionists, Coaches, Teachers, and VE teachers to pull those groups during a rotation.

**Person**

**Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

3. Planning and pulling additional resources for small groups around standards and interventions will occur during planning with Coaches, Interventionists, and In-school Tutor.

**Person**

**Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

4. Implement centers, small groups, and interventions during school day, before school tutoring, and Saturday School using targeted materials/standards based workbooks. Also incorporate Blended Learning such as IReady, Achieves, and Reflex Math (for fact fluency).

**Person**

**Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

5. Analyze student work and progress monitoring assessments for next steps

**Person**

**Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

6. Data chats with Admin

<b>Person Responsible</b>	Kathleen Adkins (johnsonk5@duvalschools.org)
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**#5. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** We are currently a D school based off the 2018-2019 school grade data. We saw a decrease in Proficiency, Learning Gains, and LPQ. As a result we had a lot of transition last year with teachers going to different grade levels and even content areas. The focus last year was learning content and delivering instruction efficiently. 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).

**Person responsible for monitoring outcome:** Kathleen Adkins (johnsonk5@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 and Scheduled Saturday PD sessions, 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. Teachers will also go in-depth with Learning Arcs, Standards-based instruction, and Assessment building.

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

2. With the help of the coach, pull resources needed to plan and that are grade level aligned.

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

3. Lessons are planned during Common Planning with the Coach that are standards based and met Item Specs and Achievement Level Descriptors. More in-depth understanding of arcs, standards, and assessment is learned in Saturday PD sessions.

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

4. Teacher delivers the created lesson- walkthrough is done to give feedback on alignment from Common Planning and what was learned in PD sessions

**Person Responsible** Kathleen Adkins (johnsonk5@duvalschools.org)

5. Student work is analyzed and next steps are planned.

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

**Additional Schoolwide Improvement Priorities**



After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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## 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 ensuring all stakeholders are involved.

See Parent Involvement Plan

### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## 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				\$75,934.24
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	0911 - Sallye B. Mathis Elementary School	UniSIG	0.5	\$36,937.02
			<p>Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental 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 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. This position was approved in the 19-20 UniSIG grant. This position is shared and split funded with Carter G. Woodson.</p>			



	7300	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG		\$3,693.73
			Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%			
	7300	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG		\$2,825.70
			Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%			
	7300	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG		\$6,478.59
			Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%			
	7300	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG		\$7.39
			Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%			
	7300	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG		\$347.21
			Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%			
	7300	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG		\$199.46
			Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%			
	7300	110-Administrators	0911 - Sallye B. Mathis Elementary School	UniSIG	0.25	\$18,469.00
			Notes: Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental 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 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. Yes, this is a new position; This position is shared and split with Westview K8.			
	7300	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,846.86
			Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%			
	7300	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG		\$1,412.85
			Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%			
	7300	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG		\$3,239.40
			Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%			
	7300	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG		\$3.69
			Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%			

	7300	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG		\$173.61
			Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%			
	7300	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG		\$99.73
			Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%			
	7300	330-Travel	0911 - Sallye B. Mathis Elementary School	UniSIG		\$200.00
			Notes: In county travel for Supplemental Assistant Principal			
2	III.A.	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$0.00</b>
3	III.A.	<b>Areas of Focus: Leadership: Specific Teacher Feedback</b>				<b>\$0.00</b>
4	III.A.	<b>Areas of Focus: Instructional Practice: Small Group Instruction</b>				<b>\$84,260.15</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0911 - Sallye B. Mathis Elementary School	UniSIG	1.0	\$56,001.00
			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. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students from small group instruction. This position's 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. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%). Difference in Salary: This is the same employee as last year, however the employee had a later start date in the year (November 2019).			
	5100	210-Retirement	0911 - Sallye B. Mathis Elementary School	UniSIG		\$5,600.10
			Notes: Math Interventionist Benefits Retirement at 10.00%			
	5100	220-Social Security	0911 - Sallye B. Mathis Elementary School	UniSIG		\$4,284.06
			Notes: Math Interventionist Benefits Social Security at 7.65%			
	5100	231-Health and Hospitalization	0911 - Sallye B. Mathis Elementary School	UniSIG		\$9,822.53
			Notes: Math Interventionist Benefits Group Health at 17.54%			
	5100	232-Life Insurance	0911 - Sallye B. Mathis Elementary School	UniSIG		\$11.20
			Notes: Math Interventionist Benefits Life Insurance at .02%			
	5100	240-Workers Compensation	0911 - Sallye B. Mathis Elementary School	UniSIG		\$526.41
			Notes: Math Interventionist Benefits Workers Compensation at 94%			
	5100	290-Other Employee Benefits	0911 - Sallye B. Mathis Elementary School	UniSIG		\$302.40

			Notes: Math Interventionist Benefits Benefits Flex Medical at .54%			
	5100	369-Technology-Related Rentals	0911 - Sallye B. Mathis Elementary School	UniSIG		\$5,500.00
			Notes: Nearpod School License including access to the Nearpod Lesson Library featuring thousands of ready to run lessons. A digital site license to Flocabulary and The Week in Rap for all teachers and students.			
	5100	510-Supplies	0911 - Sallye B. Mathis Elementary School	UniSIG		\$2,212.45
			Notes: Supplies, paper, composition books, crayons, pencils for students during core instruction as well as small group.			
5	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
					Total:	\$160,194.39