

Medart Elementary School

2558 COASTAL HWY, Crawfordville, FL 32327

<http://www.wakullaschooldistrict.org/mes>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	19%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Wakulla County School Board on 10/19/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Medart Elementary School, our purpose is to empower all students to become leaders and achieve success in all areas.

Provide the school's vision statement

The core values of our school are to embrace the Seven Habits of the Leader in Me program, and train our students to be proactive, begin with the end in mind, put first things first, think win/win, seek first to understand and then be understood, synergize and sharpen the saw.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students at Medart Elementary are recognized for their uniqueness and individual cultures. Teachers work diligently to celebrate cultural heritage and the diversity that enriches our lives. Students individual talents are highlighted everyday. In our hallways every student has a place to highlight their individual accomplishments. We also have many diverse clubs that allow students to shine in an area that draws on their leadership strengths. Some examples of these clubs are; Garden Club, Breakfast Club, Welcome Wagon, Media Club, Safety Patrol, Student Council, Technology Club, Art Club, and Patriotism Club. Students are also able to spotlight their talents at our Student Leadership Rallies. At the rallies, students are able to write and preform plays, share gymnastic routines, dance routines, musical talents and much more.

Describe how the school creates an environment where students feel safe and respected before, during and after school

To make our students feel safe and respected we work to involve all stakeholders in the educational process. This is our third year participating in The Leader in Me program. Through this program we receive training that includes all school personnel involved in the lives of our students. This includes administration, teachers, paraprofessionals, bus drivers, lunchroom workers, and community members. By including everyone we have been able to establish positive procedures and a common language that benefits our students. We are able to isolate problems that may occur and come up with solutions that can be supported by everyone involved. This level of support and common language allows the students to see that everyone involved cares and can be trusted. We have also installed a new security system. This program protects the students at our school by having visitors checked through a drivers license scan. The visitors scan their drivers license upon entering the school. This accomplishes two things. It lets the school know if this person has been approved to pick up the child and it alerts the school if the person has a record that prohibits them from being around children.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school wide behavioral systems are PBS (Positive Behavior System) and The Leader in Me. These two programs support one another. Through these positive behavior systems, students are taught to be accountable for their own actions. They are also taught to practice responsibility, behave in an appropriate manner, become productive citizens, and to provide service to others. Students are trained to create a personal mission statement and both personal and academic goals. We believe that these processes make the students stakeholders in their own education. Through The Leader in Me we have also developed a reward system. The students can earn "Mustang Trading Cards," through good behavior and leadership. The cards can be handed out by all school employees so that the students will behave in all areas of the school. The trading cards can be redeemed at the school "Trading Post." Another behavior system used by homeroom teachers and supported by all school personnel is a clip chart system. This clip chart allows students to have a daily visual of their behavior. The student can be told to clip down for negative behavior but can also be instructed to clip up for positive behavior. This allows a student to change their behavior during the day.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Student's social-emotional needs are met in many ways. The Leader in Me creates a positive learning environment that celebrates and appreciates the differences in everyone. The program teaches students to take responsibility for their choices, set and monitor goals, work first then play, believe that everyone can win, listen before talking or acting, learn to celebrate and appreciate others, and take care of the body, brain, heart and soul. On top of this students also attend guidance classes. When needed small group and individual guidance is available. The PBS program has a check in program that allows teachers to mentor students with needs. If a student needs a positive role model, a teacher can request extra support from another teacher or school employee. The student checks in with someone else to help the student gain confidence and responsibility. Students' individual needs are our highest priority.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

NA

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25	16	17	14	20	13	105
One or more suspensions	1	6	2	2	4	5	20
Course failure in ELA or Math	0	1	5	4	6	1	17
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	3	2	2	7	7	22

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies for academics include: small group instruction, research-based computer programs such as MySciLearn (Fast ForWord, Reading Assistant) and IXL, Florida Center for Reading Research (FCRR) activities, Rewards, SRA, after-school camp for intensive reading/math remediation. In addition, instructional strategies are differentiated based on student need and response. Teaching strategies include direct instruction, cooperative learning structures, small group instruction and homogenous grouping.

Interventions for behavior include Leader in Me curriculum, PBS (Positive Behavior Support) to provide framework, teaching expectations for behavior, modeling and teaching acceptable communication and social skills, and the Automatic RtI supports.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/200200>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school has many partnerships with the community through our PTO, Leader in Me, and grants. Community members have attended our Leader in Me training and our Leadership Day program. Through our PTO Winter Festival we receive help and donations to create a successful event that helps build relationships between staff, faculty, parents and the community. The Lions Club also participates in our festival. We partner with local churches to provide Christmas for our students, weekly snack back packs, and food for Thanksgiving. Medart also partners with our local 4H extension office to provide nutrition classes, a speech contest and agriculture lessons. In addition to these community partnerships, Medart participates in Project Learning Tree which brings in community members to provide lessons to our students that make connections in science.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Dutton, Kim	Principal
McElroy, Belinda	Assistant Principal
Martin, Jodie	SAC Member
Tillman, Susan	SAC Member

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team will be represented at all faculty, PTO and SAC meetings to ensure implementation of key initiatives focused on engaging students, staff, parents, and community members in the school's leadership model. This will help to ensure that the goals set forth in the SIP are monitored and that interventions identified in the action steps are research based and appropriate for individual student need.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Staff is trained and provided with a handbook outlining each step of the MTSS process. A district timeline for MTSS activities is provided with descriptions of the activity, audience, and person responsible for implementation. A checklist is provided to ensure that the following problem solving process occurs: Define the student's performance, develop a plan, implement the plan, and evaluate progress.

Title I, Part A

Funds provided for supplemental materials, equipment, smaller teacher-student ratios, staff development, remediation, and parent involvement activities.

Title I, Part C - Migrant

Migrant PAEC coordinates services for migrant students. Currently, we do not have any migrant students.

Title I, Part D

The district does not receive Title I, Part D funds.

Title II

Funds are used to provide an elementary Reading/Intervention Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II, Part A funds provide staff development addressing incorporating technology into instruction.

Title III

The district does not receive Title III funds. However, services for English Language Learners are provided by the district Student Services Department.

Title X - Homeless

District Student Services Department assists in providing (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Violence Prevention Program

Schools offer violence prevention and anti-drug programs which are supported by Title IV funds, the community, and Wakulla County Sheriff's Department.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amy Anderson	Teacher
Jennifer Anderson	Teacher
Mary Green	Business/Community
Dixie Jacob	Parent
Alicia Le	Parent
Ingrid Matlock	Parent
Bhaveshri Patel	Parent
Diane Perez	Business/Community
Dixie Jacob	Parent
Jodie Martin	Teacher
Ginger Tillman	Teacher
Susan Tillman	Teacher
Kim Dutton	Principal
Samantha Jacob	Parent
Shelley Swenson	Business/Community
Laurie Falk	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan integrated key initiatives focused on engaging students, staff, parents, and community members in Medart's leadership model. The criteria for becoming a Leader in Me Lighthouse School ties in directly with the SIP goals and strategies to improve student performance. The School Advisory Council met four times during the school year with members of the Lighthouse Team to choose indicators to measure, collect baseline data, and track regularly to determine where and to what degree the leadership model is bringing improvements.

Development of this school improvement plan

During SAC meetings, data is analyzed and progress toward goals is shared and discussed with parents. New goals and instructional strategies are developed based on the data. Parental input and feedback is solicited at all Title I Parent Nights and SAC meetings as well as the annual School Climate Survey.

Preparation of the school's annual budget and plan

The School Advisory Council was given a Title I budget update at every meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

All expenditures for 2015 -2016 will be approved by the SAC.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Dutton, Kim	Principal
McElroy, Belinda	Assistant Principal
Tillman, Susan	Teacher, K-12
Price, Terry	Instructional Coach
Martin, Jodie	SAC Member

Duties

Describe how the LLT promotes literacy within the school

The LLT provides teachers with training on text complexity and close and careful reads and ensures that both are central to lessons. Meetings provide discussion of instructional shifts required by Florida State Standards and ways to support teachers in making those shifts. Lesson plan templates are reviewed that support text dependent questions and evidence-based answers; the team also reviews the amount of research and writing expected of students and uses that information to create plans to help strengthen instruction in those areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Weekly grade-level meetings are held to plan long range goals, discuss curriculum, and implement the newest standards in reading, writing, math, and science. Group sharing provides teachers a time to collaborate. These meetings provide teachers with the opportunity to share strategies, concerns, resources, and materials. Grade level teachers are also provided with daily common planning time to allow for more collaboration, meetings as needed and support. Administration holds data team meetings by grade level. These data meetings allow teachers to share information and strategies, plus identify students and areas of concern.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our administration strives to recruit and retain teachers that fit our vision, philosophy, and mission of the school. This encourages a climate conducive to our personal culture. Continuous professional development is encouraged and supported by administration. Every effort is made to provide up-to-date training on research-based effective teaching methods and curriculum. Each teacher works on his/her own professional development goals. In this way, teachers continue to improve their skills and feel confident and competent in their jobs. New strategies are shared at weekly staff meetings by faculty

members. This year Kagan structures are being shared at least once a month in addition to the other shared best practices.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

For all newly hired teachers, our administrators choose an appropriate mentor, from a list of certified mentor teachers who have been approved and trained by the district. All new hires are required to attend a district led in-service before the school year begins and then attend monthly meetings for continued support. The school level mentor provides daily support, weekly meetings, and observations for the mentee. When possible the mentor and mentee are on the same grade level so that the relationship is even more supportive.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district provides opportunities for curriculum mapping by grade-level for all schools in our county before the beginning of each school year. Florida Standards are contemplated and purposefully reviewed in order to develop consistent and comprehensive plans for instruction at every grade level. Resources and materials are reviewed extensively before adopting in order to provide effective tools for teaching of the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses a plethora of data to provide and differentiate instruction to meet the needs of our students. At the beginning of the year we start by looking at the previous years state wide test scores. This is just one piece, then we begin looking for individual areas of weakness. Currently we are using Discovery Education Assessment (DEA) Math and Reading, District writing test, weekly cold reads, weekly fluency test, weekly spelling test and Math assessments to identify individual needs. From these assessments, teachers can plan instruction. To meet the diverse student needs, teachers differentiate instruction in small groups. Small group instruction is provided to the students in the ELA block for thirty minutes a day and in the Math block for thirty minutes a day. In small group teachers can level the instruction, reinforce the skill through reteach activities or supplement the instruction as needed. Students are also using IXL to provide further math instruction and provide data on individual student needs. For Reading reinforcement and data, teachers can use Starfall, Moby Max, Accelerated Reader, Discovery Education, Brain Pop and Fast Forward. Another tool that teachers can use to gather data is through Florida Achieves Focus and FCAT Explorer. For Tier 2 and 3 students, the data gathering process is more individualized and the intervention is individualized based on the student's needs. (Examples of interventions: Fast Forward, Harcourt Intervention Reading and Math, IXL, FCRR activities, Rewards, SRA, etc.) For students with a greater need, we offer an afterschool program in grades 3-5. This includes but is not limited to Tier 2 and Tier 3 students. This program runs for two months and focuses on remediation in Reading, Writing and Math.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

Medart will have an Afterschool Camp on Tuesdays and Wednesdays during the months of September through March. This will be for third, fourth and fifth grade students who have scored Level 1 or 2 on DEA (or very low Level 3).

Strategy Rationale

Students will be provided with intensive reading and/or math interventions. The interventions provide an excellent opportunity for skills, strategies, and content knowledge to be taught to a small group of at-risk students. The opportunity presented can optimize the impact of a variety of validated instructional practices and techniques, such as direct instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Dutton, Kim, kimberly.dutton@wcsb.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected using MySciLearn programs (FastForWord,) as well as FCAT Explorer, Discovery Education, IXL, CPALMS, and FOCUS.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Administrators meet annually with the teachers from Sopchoppy Education Center to discuss upcoming kindergarten students. A meeting is also held with parents of the SEC students to discuss registration requirements. Pre-K students from local programs visit kindergarten classrooms at Medart and tour the school with an administrator. Coordination of services and discussions between administrators and teachers from local Pre-K programs make for a smooth transition to kindergarten for the students. At Open House, Kindergarten orientation is provided for parents and students. Teachers also have a parent night in the first month of school to share with parents strategies to help the students at home. During the spring transition, all ESE meetings for incoming students have a staff member from Medart present if the meeting is not held at Medart. This allows parents to feel confident that staff is aware of their child's needs.

To provide a smooth transition for the fifth grade students to sixth grade, the fifth grade teachers and the school guidance counselor coordinate with the middle school personnel. In May, the middle school hosts an orientation. The fifth grade teachers take a field trip with students to the middle school. The students are provided information about classes, clubs, and procedures. Then students from the middle school take the fifth graders on a tour of the school in small groups. This orientation is in addition to the orientation provided to parents by the middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 70% of students will score 3 or higher in Mathematics on the 2016 Florida Standards Assessment.
- G2.** 70% of students in grades 3-5 will score 3 or higher in Reading on the 2016 Florida Standards Assessment.
- G3.** 100% of students will participate in a student led conference by the end of the 2015-2016 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 70% of students will score 3 or higher in Mathematics on the 2016 Florida Standards Assessment. 1a

G069639

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Achievement	70.0

Resources Available to Support the Goal 2

- GoMath textbooks with technology features and manipulatives; IXL Computer Based Learning Program; MobyMax Computer Based Learning Program; Professional Development for implementing Florida Standards; District Math Plan

Targeted Barriers to Achieving the Goal 3

- Students whose score from previous year decreased a level.
- Instructional shifts related to Florida Standards and the new statewide assessment must be made; students and teachers must adjust to level of rigor required by new standards as well as gaps in knowledge related to changing standards.

Plan to Monitor Progress Toward G1. 8

Students will be assessed using Discovery Education Assessment three times per year.

Person Responsible

Kim Dutton

Schedule

Triannually, from 8/20/2015 to 6/8/2016

Evidence of Completion

DEA test records.

G2. 70% of students in grades 3-5 will score 3 or higher in Reading on the 2016 Florida Standards Assessment. 1a

G069640

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- MySciLearn (Reading Assistant, FastForWord); Harcourt Journeys (anchor texts including the basal text, trade books, and Tier 2 and Tier 3 Intervention materials); Florida Center for Reading Research (FCRR) intervention activities; SRA; Daily Five; Kagan Structures; Leader in Me materials; ELA Interactive Read Aloud Lesson Plans provided by the district.

Targeted Barriers to Achieving the Goal 3

- Students whose score from previous year decreased a level.
- Instructional shifts related to Florida Standards must be made; students and teachers must adjust to level of rigor required by new standards.

Plan to Monitor Progress Toward G2. 8

Analyze data; create watch lists and target groups for improvement

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Progress monitoring assessments (DEA, STAR)

G3. 100% of students will participate in a student led conference by the end of the 2015-2016 school year.

1a

G069641

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	70.0
Students exhibiting two or more EWS indicators (Total)	0.04

Resources Available to Support the Goal 2

- Leader in Me training and materials for all faculty, staff, and support personnel

Targeted Barriers to Achieving the Goal 3

- Daily time constraints due to increased academic rigor

Plan to Monitor Progress Toward G3. 8

Individual, Classroom, and Grade-level data collection

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Individual, Classroom, Grade-level scoreboards, Leadership/Data notebooks

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 70% of students will score 3 or higher in Mathematics on the 2016 Florida Standards Assessment. **1**

 G069639

G1.B1 Students whose score from previous year decreased a level. **2**

 B181127

G1.B1.S1 Focus on Florida Standards learning targets to ensure that students gain a deeper understanding of problem solving mathematical operations. Offer numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate understanding. **4**

 S192554

Strategy Rationale

Action Step 1 **5**

Focus on Florida Standards learning targets; Grade-level representatives will attend vertical training during the summer to focus on grade level expectations and Florida Standards.

Person Responsible

Kim Dutton

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

Learning targets are clearly stated and posted in every classroom and in student data notebooks; Student-led conferences; Lesson plans

Action Step 2 5

Students will be given multiple opportunities to talk and write to explain problem-solving strategies. Teachers will focus on the process rather than the solution so that students gain stronger foundations and expanded vocabulary in math.

Person Responsible

Kim Dutton

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

Math Notebooks, High Yield Routines, math scores on assessments and progress reports, observations

Action Step 3 5

Provide intensive interventions for academic at-risk students during after school program

Person Responsible

Kim Dutton

Schedule

Weekly, from 9/29/2015 to 3/23/2016

Evidence of Completion

Attendance sheets

Action Step 4 5

All teachers will use data to create target groups and watch lists in order to differentiate instruction as well as provide Multi-Tiered Systems of Support.

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Watch lists; progress-monitoring data; intervention calendars

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student focus on learning targets

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Learning targets will be clearly stated in lesson plans and student math notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Deeper understanding of problem solving mathematical operations

Person Responsible

Kim Dutton

Schedule

Quarterly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Student data notebooks; math journals; test scores

G1.B2 Instructional shifts related to Florida Standards and the new statewide assessment must be made; students and teachers must adjust to level of rigor required by new standards as well as gaps in knowledge related to changing standards. **2**

 B181128

G1.B2.S1 Students will be given opportunities to use manipulatives, learning structures and cooperative group activities to model and explain problem solving. **4**

 S192555

Strategy Rationale

Action Step 1 **5**

Students will be given opportunities to use structures and cooperative group activities to model and explain problem solving.

Person Responsible

Kim Dutton

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

Lesson plans, observations

Action Step 2 **5**

Teachers will be trained to use structures and cooperative group activities to model problem solving and increase student engagement.

Person Responsible

Kim Dutton

Schedule

Monthly, from 8/16/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observation of students using structures and cooperative group activities

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observation of students using structures and cooperative group activities

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Lesson plans; classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review of Discovery Education progress monitoring assessments

Person Responsible

Kim Dutton

Schedule

Quarterly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Discovery Education Assessment data

G2. 70% of students in grades 3-5 will score 3 or higher in Reading on the 2016 Florida Standards Assessment. 1

G069640

G2.B1 Students whose score from previous year decreased a level. 2

B181129

G2.B1.S1 Analyze data to determine at-risk students in need of intensive remediation. Develop and implement differentiated instruction. Provide extra support to Tier II and Tier III students as designated by Multi-Tiered Systems of Support (MTSS) plans. 4

S192556

Strategy Rationale

Action Step 1 5

All teachers will use data to create target groups in order to differentiate instruction.

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Lesson plans; watch lists; target groups, MTSS plans

Action Step 2 5

Provide intensive interventions for academic at-risk students during after school program

Person Responsible

Kim Dutton

Schedule

Weekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

MySciLearn programs (Fast ForWord, Reading Assistant), IXL, CPALMS, FOCUS

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom teachers will develop instructional groups based on data. Grade-level teams and/or Intervention Support Team will meet weekly to review data and develop MTSS plans.

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Meeting minutes; MTSS plans; lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Progress Monitoring Assessments (Discovery Education, STAR, Intervention calendars)

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Intervention Calendars, data reports

G2.B2 Instructional shifts related to Florida Standards must be made; students and teachers must adjust to level of rigor required by new standards. **2**

 B181130

G2.B2.S1 Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the English Language Arts block. Collaborative learning structures will be utilized and student activities will be tied to learning targets. Exemplar lessons will provide a model for teachers in how to plan for instruction at the level of rigor required by Florida Standards. **4**

 S192557

Strategy Rationale

Action Step 1 **5**

Interactive read-alouds

Person Responsible

Kim Dutton

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

Classroom observation; lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Interactive read-alouds, collaborative learning structures

Person Responsible

Kim Dutton

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

Lesson plans; classroom observation of student activity and/or product; anchor charts; collaborative structure training in faculty meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Interactive read-alouds; collaborative learning structures

Person Responsible

Kim Dutton


Schedule

Daily, from 8/20/2015 to 6/8/2016


Evidence of Completion

Student engagement and performance; test scores


G3. 100% of students will participate in a student led conference by the end of the 2015-2016 school year. 1

 G069641

G3.B1 Daily time constraints due to increased academic rigor 2

 B181131

G3.B1.S1 Leadership Notebooks; Students will participate in individual goal-setting related to leadership skills for self, academics, and service. Teachers will provide specific, timely feedback to students on an on-going basis and help students use the feedback to improve their performance. 4

 S192558

Strategy Rationale

Students will learn to set high expectations for their own learning.

Action Step 1 5

Kindergarten through fifth grade students will set up leadership notebooks; They will write two academic and one personal goal.

Person Responsible

Kim Dutton

Schedule

Every 6 Weeks, from 9/14/2015 to 6/8/2016

Evidence of Completion

Leadership notebooks; Empowerment Day sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will monitor and assist students with goals as needed.

Person Responsible

Kim Dutton

Schedule

Every 2 Months, from 8/20/2015 to 6/8/2016

Evidence of Completion

Individual, classroom, and grade-level scoreboards

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Increased attendance, reduction in behavior referrals, increase in academic proficiency

Person Responsible

Kim Dutton

Schedule

Every 2 Months, from 8/20/2015 to 6/8/2016

Evidence of Completion

Attendance records, behavior referrals, progress monitoring assessments, data notebooks

G3.B1.S2 All students will participate in a student led conference with other students and adults. 4

S192559

Strategy Rationale

Students sense a need and take initiative in their own education.

Action Step 1 5

Classroom teachers will be trained to provide weekly opportunities for students to update and share leadership notebooks. Teachers will be trained to pair students with accountability partners.

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

leadership notebooks; training sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Action team meetings

Person Responsible

Kim Dutton

Schedule

On 8/7/2015

Evidence of Completion

Meeting notes, service projects, student project displays; school's physical environment

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Increase in attendance, decrease in behavior referrals, increase in student academic proficiency

Person Responsible

Kim Dutton

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

Attendance reports, behavior reports, progress monitoring reports for academics

G3.B1.S3 Medart will hold events to share the leadership model with parents, the community, and other schools. 4

 S192560

Strategy Rationale

Strong relationships and good communication help create an effective team. Parents, students, and school faculty/staff collectively create the most effective team for student achievement.

Action Step 1 5

Medart Elementary will host parent and community involvement events throughout the year.

Person Responsible

Kim Dutton

Schedule

Quarterly, from 9/10/2015 to 6/8/2016

Evidence of Completion

Attendance sign-in sheets; program agendas; feedback surveys

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Parent/Community involvement events

Person Responsible

Kim Dutton

Schedule

Quarterly, from 9/18/2015 to 6/5/2016

Evidence of Completion

Grade-level plans/agendas; photo/video evidence of implementation

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Parent / Community events to share leadership model

Person Responsible

Kim Dutton

Schedule

Quarterly, from 9/10/2015 to 6/8/2016

Evidence of Completion

Attendance records; climate surveys; feedback surveys

G3.B1.S4 Medart Elementary School administration, faculty, and support staff will implement Leader in Me initiatives in the following areas: Modeling, Environment, Curriculum, Instruction, Systems, and Traditions. 4

 S192561

Strategy Rationale

Modeling leadership should be intentional. Adults interacting with students everyday are poised to have the most direct impact. Students will attach themselves to adults who know how to bring out the best in them, who help them feel unique and important, and who build feelings of self-worth.

Action Step 1 5

Action teams will be established for the following areas: modeling, environment, curriculum, instruction, systems, and traditions.

Person Responsible

Kim Dutton

Schedule

Annually, from 9/30/2015 to 6/8/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Action Teams for LIM implementation

Person Responsible

Belinda McElroy

Schedule

Annually, from 8/12/2015 to 6/8/2016

Evidence of Completion

Lighthouse Team meeting agendas, minutes, and goal-setting charts.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Action Teams for LIM implementation

Person Responsible

Belinda McElroy

Schedule

Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion

Lighthouse Team meeting agendas, minutes, and goal-setting charts.

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Progress toward action team goals

Person Responsible

Belinda McElroy

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Data collection for goals; recorded progress monitoring of goals

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Focus on Florida Standards learning targets; Grade-level representatives will attend vertical training during the summer to focus on grade level expectations and Florida Standards.	Dutton, Kim	8/20/2015	Learning targets are clearly stated and posted in every classroom and in student data notebooks; Student-led conferences; Lesson plans	6/8/2016 daily
G1.B2.S1.A1	Students will be given opportunities to use structures and cooperative group activities to model and explain problem solving.	Dutton, Kim	8/20/2015	Lesson plans, observations	6/8/2016 daily
G2.B1.S1.A1	All teachers will use data to create target groups in order to differentiate instruction.	Dutton, Kim	8/20/2015	Lesson plans; watch lists; target groups, MTSS plans	6/8/2016 weekly
G2.B2.S1.A1	Interactive read-alouds	Dutton, Kim	8/20/2015	Classroom observation; lesson plans	6/8/2016 daily
G3.B1.S1.A1	Kindergarten through fifth grade students will set up leadership	Dutton, Kim	9/14/2015	Leadership notebooks; Empowerment Day sign-in sheets	6/8/2016 every-6-weeks

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Medart Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	notebooks; They will write two academic and one personal goal.				
G3.B1.S2.A1	Classroom teachers will be trained to provide weekly opportunities for students to update and share leadership notebooks. Teachers will be trained to pair students with accountability partners.	Dutton, Kim	8/20/2015	leadership notebooks; training sign-in sheets	6/8/2016 weekly
G3.B1.S3.A1	Medart Elementary will host parent and community involvement events throughout the year.	Dutton, Kim	9/10/2015	Attendance sign-in sheets; program agendas; feedback surveys	6/8/2016 quarterly
G3.B1.S4.A1	Action teams will be established for the following areas: modeling, environment, curriculum, instruction, systems, and traditions.	Dutton, Kim	9/30/2015		6/8/2016 annually
G1.B1.S1.A2	Students will be given multiple opportunities to talk and write to explain problem-solving strategies. Teachers will focus on the process rather than the solution so that students gain stronger foundations and expanded vocabulary in math.	Dutton, Kim	8/20/2015	Math Notebooks, High Yield Routines, math scores on assessments and progress reports, observations	6/8/2016 daily
G1.B2.S1.A2	Teachers will be trained to use structures and cooperative group activities to model problem solving and increase student engagement.	Dutton, Kim	8/16/2015		6/3/2016 monthly
G2.B1.S1.A2	Provide intensive interventions for academic at-risk students during after school program	Dutton, Kim	9/1/2015	MySciLearn programs (Fast ForWord, Reading Assistant), IXL, CPALMS, FOCUS	6/8/2016 weekly
G1.B1.S1.A3	Provide intensive interventions for academic at-risk students during after school program	Dutton, Kim	9/29/2015	Attendance sheets	3/23/2016 weekly
G1.B1.S1.A4	All teachers will use data to create target groups and watch lists in order to differentiate instruction as well as provide Multi-Tiered Systems of Support.	Dutton, Kim	8/20/2015	Watch lists; progress-monitoring data; intervention calendars	6/8/2016 weekly
G1.MA1	Students will be assessed using Discovery Education Assessment three times per year.	Dutton, Kim	8/20/2015	DEA test records.	6/8/2016 triannually
G1.B1.S1.MA1	Deeper understanding of problem solving mathematical operations	Dutton, Kim	8/20/2015	Student data notebooks; math journals; test scores	6/8/2016 quarterly
G1.B1.S1.MA1	Student focus on learning targets	Dutton, Kim	8/20/2015	Learning targets will be clearly stated in lesson plans and student math notebooks.	6/8/2016 weekly
G1.B2.S1.MA1	Review of Discovery Education progress monitoring assessments	Dutton, Kim	8/20/2015	Discovery Education Assessment data	6/8/2016 quarterly
G1.B2.S1.MA1	Observation of students using structures and cooperative group activities	Dutton, Kim	8/20/2015	Lesson plans; classroom observations	6/8/2016 weekly
G1.B2.S1.MA1	Observation of students using structures and cooperative group activities	Dutton, Kim	8/20/2015	Lesson plans; classroom observations	6/8/2016 weekly
G2.MA1	Analyze data; create watch lists and target groups for improvement	Dutton, Kim	8/20/2015	Progress monitoring assessments (DEA, STAR)	6/8/2016 weekly
G2.B1.S1.MA1	Progress Monitoring Assessments (Discovery Education, STAR, Intervention calendars)	Dutton, Kim	8/20/2015	Intervention Calendars, data reports	6/8/2016 weekly
G2.B1.S1.MA1	Classroom teachers will develop instructional groups based on data. Grade-level teams and/or Intervention	Dutton, Kim	8/20/2015	Meeting minutes; MTSS plans; lesson plans	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Support Team will meet weekly to review data and develop MTSS plans.				
G2.B2.S1.MA1	Interactive read-alouds; collaborative learning structures	Dutton, Kim	8/20/2015	Student engagement and performance; test scores	6/8/2016 daily
G2.B2.S1.MA1	Interactive read-alouds, collaborative learning structures	Dutton, Kim	8/20/2015	Lesson plans; classroom observation of student activity and/or product; anchor charts; collaborative structure training in faculty meetings.	6/8/2016 daily
G3.MA1	Individual, Classroom, and Grade-level data collection	Dutton, Kim	8/20/2015	Individual, Classroom, Grade-level scoreboards, Leadership/Data notebooks	6/8/2016 weekly
G3.B1.S1.MA1	Increased attendance, reduction in behavior referrals, increase in academic proficiency	Dutton, Kim	8/20/2015	Attendance records, behavior referrals, progress monitoring assessments, data notebooks	6/8/2016 every-2-months
G3.B1.S1.MA1	Teachers will monitor and assist students with goals as needed.	Dutton, Kim	8/20/2015	Individual, classroom, and grade-level scoreboards	6/8/2016 every-2-months
G3.B1.S2.MA1	Increase in attendance, decrease in behavior referrals, increase in student academic proficiency	Dutton, Kim	8/20/2015	Attendance reports, behavior reports, progress monitoring reports for academics	6/8/2016 daily
G3.B1.S2.MA1	Action team meetings	Dutton, Kim	8/7/2015	Meeting notes, service projects, student project displays; school's physical environment	8/7/2015 one-time
G3.B1.S3.MA1	Parent / Community events to share leadership model	Dutton, Kim	9/10/2015	Attendance records; climate surveys; feedback surveys	6/8/2016 quarterly
G3.B1.S3.MA1	Parent/Community involvement events	Dutton, Kim	9/18/2015	Grade-level plans/agendas; photo/video evidence of implementation	6/5/2016 quarterly
G3.B1.S4.MA1	Progress toward action team goals	McElroy, Belinda	9/30/2015	Data collection for goals; recorded progress monitoring of goals	6/10/2016 quarterly
G3.B1.S4.MA1	Action Teams for LIM implementation	McElroy, Belinda	8/12/2015	Lighthouse Team meeting agendas, minutes, and goal-setting charts.	6/8/2016 annually
G3.B1.S4.MA1	Action Teams for LIM implementation	McElroy, Belinda	8/17/2015	Lighthouse Team meeting agendas, minutes, and goal-setting charts.	6/10/2016 annually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 70% of students will score 3 or higher in Mathematics on the 2016 Florida Standards Assessment.

G1.B1 Students whose score from previous year decreased a level.

G1.B1.S1 Focus on Florida Standards learning targets to ensure that students gain a deeper understanding of problem solving mathematical operations. Offer numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate understanding.

PD Opportunity 1

Focus on Florida Standards learning targets; Grade-level representatives will attend vertical training during the summer to focus on grade level expectations and Florida Standards.

Facilitator

Beth Mims

Participants

Grade-level representatives from each school

Schedule

Daily, from 8/20/2015 to 6/8/2016

G1.B2 Instructional shifts related to Florida Standards and the new statewide assessment must be made; students and teachers must adjust to level of rigor required by new standards as well as gaps in knowledge related to changing standards.

G1.B2.S1 Students will be given opportunities to use manipulatives, learning structures and cooperative group activities to model and explain problem solving.

PD Opportunity 1

Teachers will be trained to use structures and cooperative group activities to model problem solving and increase student engagement.

Facilitator

Teachers who attended Kagan training.

Participants

Faculty

Schedule

Monthly, from 8/16/2015 to 6/3/2016

G3. 100% of students will participate in a student led conference by the end of the 2015-2016 school year.

G3.B1 Daily time constraints due to increased academic rigor

G3.B1.S2 All students will participate in a student led conference with other students and adults.

PD Opportunity 1

Classroom teachers will be trained to provide weekly opportunities for students to update and share leadership notebooks. Teachers will be trained to pair students with accountability partners.

Facilitator

LightHouse Team

Participants

Faculty and staff at Medart Elementary School (teachers, administrators, paraprofessionals, food service, bus, and custodial workers)

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Focus on Florida Standards learning targets; Grade-level representatives will attend vertical training during the summer to focus on grade level expectations and Florida Standards.				\$0.00
2	G1.B1.S1.A2	Students will be given multiple opportunities to talk and write to explain problem-solving strategies. Teachers will focus on the process rather than the solution so that students gain stronger foundations and expanded vocabulary in math.				\$0.00
3	G1.B1.S1.A3	Provide intensive interventions for academic at-risk students during after school program				\$7,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0011 - Medart Elementary School	Title I Part A		\$7,800.00
<i>Notes: Afterschool camp for academic at-risk students</i>						
4	G1.B1.S1.A4	All teachers will use data to create target groups and watch lists in order to differentiate instruction as well as provide Multi-Tiered Systems of Support.				\$0.00
5	G1.B2.S1.A1	Students will be given opportunities to use structures and cooperative group activities to model and explain problem solving.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0011 - Medart Elementary School	School Improvement Funds		\$2,000.00
<i>Notes: Kagan Structure materials</i>						
6	G1.B2.S1.A2	Teachers will be trained to use structures and cooperative group activities to model problem solving and increase student engagement.				\$0.00
7	G2.B1.S1.A1	All teachers will use data to create target groups in order to differentiate instruction.				\$0.00
8	G2.B1.S1.A2	Provide intensive interventions for academic at-risk students during after school program				\$0.00
9	G2.B2.S1.A1	Interactive read-alouds				\$0.00
10	G3.B1.S1.A1	Kindergarten through fifth grade students will set up leadership notebooks; They will write two academic and one personal goal.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0011 - Medart Elementary School	School Improvement Funds		\$3,000.00
<i>Notes: Data binders / related materials</i>						
11	G3.B1.S2.A1	Classroom teachers will be trained to provide weekly opportunities for students to update and share leadership notebooks. Teachers will be trained to pair students with accountability partners.				\$0.00
12	G3.B1.S3.A1	Medart Elementary will host parent and community involvement events throughout the year.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0011 - Medart Elementary School	Title I Part A		\$2,500.00
<i>Notes: Parent Nights; Leadership Day</i>						
13	G3.B1.S4.A1	Action teams will be established for the following areas: modeling, environment, curriculum, instruction, systems, and traditions.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0011 - Medart Elementary School	Title I Part A		\$2,000.00
<i>Notes: Leader in Me curriculum guides; website</i>						
					Total:	\$17,300.00