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Medart Elementary School

2558 COASTAL HWY, Crawfordville, FL 32327

<https://mes.wakullaschooldistrict.org/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-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	18%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	A*

School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2018.

SIP Authority

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Medart Elementary School, our purpose is to empower all students to reach their full potential through perseverance and self-motivation.

Provide the school's vision statement.

The core value of our school is to provide a rigorous and appropriate education that will result in success for all students. We are committed to creating an environment where all students are appreciated, supported and feel safe to achieve their potential in all areas.

School Leadership Team

Membership

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

Name	Title
Ward, Stan	Principal
Martin, Jodie	SAC Member
Harden, Holly	Instructional Coach
Spivey, Katherine	Assistant Principal
Baker, Lauren	Instructional Media
Gerrell, Cary	Teacher, K-12

Duties

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

The Principal will present information concerning the operational status of the school, along with updating stakeholders of current district policies. In addition, he will provide information concerning events that are occurring on campus. Mr. Ward will also be on hand to address questions concerning school-wide operations, data, or instructional questions.

The Chair of our SAC, Mrs. Martin, will facilitate SAC meetings and be responsible for creating the SAC agenda as well as publishing information concerning meeting dates, times, and location. In addition, she will approve purchases with SAC funds. Also, she will make sure that SAC minutes are published on the school website and are accessible for all stakeholders.

MES Instructional Coach, Mrs. Harden, will provide administration with updates concerning reading plans and status of progress monitoring and the implementation of i-Ready.

Assistant Principal, Ms. Spivey, will provide our stakeholders with updates concerning school-wide data and any additional information that the Principal or Chair may request.

Mrs. Lauren Baker monitors literacy and student word counts.

Mrs. Cary Gerrell, teacher coach, will model Kagan and other cooperative learning structures with her peers.

All members share the responsibility of data collection and analysis to make data-based decisions that involve all stakeholders. They coordinate professional development and provide technical assistance to teachers to achieve school-wide goals.

Early Warning Systems

Year 2017-18

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
Attendance below 90 percent	25	12	24	16	26	17	0	0	0	0	0	0	0	120
One or more suspensions	1	0	1	3	13	5	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	2	6	8	12	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	14	19	20	0	0	0	0	0	0	0	53

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	2	8	20	7	0	0	0	0	0	0	0	38

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	15	1	1	3	1	0	0	0	0	0	0	0	0	21
Retained Students: Previous Year(s)	14	2	7	7	1	0	0	0	0	0	0	0	0	31

Date this data was collected

Wednesday 9/19/2018

Year 2016-17 - 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
Attendance below 90 percent	17	12	25	17	17	16	0	0	0	0	0	0	0	104
One or more suspensions	1	0	0	3	1	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	1	10	18	1	4	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	9	20	17	0	0	0	0	0	0	0	46

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	6	9	7	8	0	0	0	0	0	0	0	31

Year 2016-17 - 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
Attendance below 90 percent	17	12	25	17	17	16	0	0	0	0	0	0	0	104
One or more suspensions	1	0	0	3	1	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	1	10	18	1	4	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	9	20	17	0	0	0	0	0	0	0	46

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	6	9	7	8	0	0	0	0	0	0	0	31

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

FSA Math is an area of concern, with 52% of students reaching proficiency, especially the Lowest 25th Percentile of which only 28% had learning gains in 17-18.

Which data component showed the greatest decline from prior year?

FSA ELA Lowest 25th Percentile learning gains declined 25% from the prior year. Currently, our overall focus is on proficiency levels, which will highlight our lowest percentile.

Which data component had the biggest gap when compared to the state average?

The largest gap when compared to the state average was in the areas of overall math learning gains (-24%) and 5th grade math achievement (-24%).

Which data component showed the most improvement? Is this a trend?

There was a decrease in course failure in grades K-5.

Describe the actions or changes that led to the improvement in this area.

We believe that RtI interventions (such as small group instruction), focusing on the standards, professional development for teachers in research-based instructional strategies, and literacy development all played a part in increasing student academic success.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	64%	56%	53%	59%	52%
ELA Learning Gains	46%	59%	55%	55%	58%	52%
ELA Lowest 25th Percentile	33%	49%	48%	45%	51%	46%
Math Achievement	52%	64%	62%	55%	65%	58%
Math Learning Gains	35%	60%	59%	50%	63%	58%
Math Lowest 25th Percentile	28%	51%	47%	39%	47%	46%
Science Achievement	53%	64%	55%	55%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (17)	12 (12)	24 (25)	16 (17)	26 (17)	17 (16)	120 (104)
One or more suspensions	1 (1)	0 (0)	1 (0)	3 (3)	13 (1)	5 (1)	23 (6)
Course failure in ELA or Math	0 (0)	2 (1)	6 (10)	8 (18)	12 (1)	0 (4)	28 (34)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (9)	19 (20)	20 (17)	53 (46)

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	2018	60%	66%	-6%	57%	3%
	2017	57%	65%	-8%	58%	-1%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	41%	59%	-18%	56%	-15%
	2017	42%	57%	-15%	56%	-14%
Same Grade Comparison		-1%				
Cohort Comparison		-16%				
05	2018	55%	61%	-6%	55%	0%
	2017	53%	58%	-5%	53%	0%
Same Grade Comparison		2%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	65%	3%	62%	6%
	2017	70%	59%	11%	62%	8%
Same Grade Comparison		-2%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	45%	54%	-9%	62%	-17%
	2017	50%	62%	-12%	64%	-14%
Same Grade Comparison		-5%				
Cohort Comparison		-25%				
05	2018	37%	66%	-29%	61%	-24%
	2017	56%	69%	-13%	57%	-1%
Same Grade Comparison		-19%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	55%	62%	-7%	55%	0%
	2017					
Cohort Comparison						

Subgroup Data

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	26	35	38	33	35	31	40				
BLK	36			27							
HSP	50			50							
MUL	60	70		53	20						
WHT	53	47	32	53	35	23	60				
FRL	43	41	40	37	25	23	51				

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	26	39	42	31	30	36	27				
MUL	74	64		68	36		70				
WHT	49	56	59	59	50	46	56				
FRL	43	55	55	53	44	46	56				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase Overall FSA Math Proficiency and Learning Gains in the Lowest 25th Percentile
Rationale	FSA Mathematics proficiency levels decreased from 59% in 16-17 to 52% in 17-18. Learning gains in the lowest 25th percentile decreased from 55% in 16-17 to 28% in 17-18.
Intended Outcome	Overall 3rd-5th math proficiency levels will increase from 52% to 54%. Lower quartile learning gains will increase from 28% to 30%.
Point Person	Stan Ward (stanley.ward@wcsb.us)

Action Step

Focus on Florida Standards and learning targets. At District Collaborative Teaming, collaborative, standards-based lessons will be developed. Teacher coaches will model best teaching practices in classrooms.

The Instructional Coach will model the use of High Yield routines in the area of Math. She will assist teachers in setting up High Yield instructional boards.

Teachers will be trained on the use of Common Boards and how to review the standards with the students. Also, the Instructional coach will model this process in classrooms.

Students will unpack the standards using Common Boards and review the standards with the teacher during direct classroom instruction.

Description

Students will use Ready Math K-5 and use I-Ready in 4th-5th grades. All Tier III students will also participate in small group instruction and receive additional support daily through a Title I resource teacher.

Teachers will provide students with direct instruction in a small group setting to ensure that our lower quartile students are receiving additional support by a part-time resource teacher. This teacher will use Go-Math materials and i -Ready wrap around lessons that are aligned to the standards as well as other additional resources.

Our teachers will focus on student engagement by using both AVID and Kagan strategies to promote student engagement. Teachers will focus on teaching students how to draft two-column notes as a tool for studying.

Person

Responsible Stan Ward (stanley.ward@wcsb.us)

Plan to Monitor Effectiveness

Description MES will track the following data points: I-Ready, MTSS, STAR Math, and AM 2.0 Math Reports, District Standards-Based Assessments, along with classroom observations conducted by the School Leadership Team. The members of the School Leadership Team will also attend grade level meetings during the school year.

Person

Responsible Katherine Spivey (katherine.spivey@wcsb.us)

Activity #2

Title	Increase Overall FSA ELA Proficiency and Learning Gains in the Lowest 25th Percentile
Rationale	Overall ELA Achievement increased from 51% to 52% but MES would like to continue to increase in proficiency as well as in ELA learning gains for the lowest 25th percentile which decreased from 58% in 16-17 to 33% in 17-18.
Intended Outcome	Overall ELA proficiency in 3rd-5th grades will increase from 52% to 54%. Learning gains in the lower quartile will increase from 33% to 35%.
Point Person	Stan Ward (stanley.ward@wcsb.us)

Action Step

Focus on Florida Standards and learning targets. At District Collaborative Teaming, standards-based lessons will be developed.

Instructional coach will model SIPPS, i-Ready, Stars, Cars, and Rewards. In addition, other reading strategies will be presented during professional development opportunities.

Students will unpack the standards using Common Boards and review the standards with the teacher during direct classroom instruction.

Description

Teachers will use SIPPS (beginning and Multisensory for intensive instruction), PALS, FCRR activities, Expanding Expressions and Rewards to improve phonics and vocabulary. From the district adapted text, Journeys, interactive read aloud and vocabulary instruction will be used in alignment to the curriculum guide provided by the district. In addition to the adopted text, the teacher will use Ready to focus on standards-based instruction and i-Ready for individual support when needed. Each classroom teacher will also differentiate through small group instruction and all Tier III students will be provided additional support daily.

Vertical Teaming will occur throughout the year to ensure that all standards are mastered with rigor and fidelity. In addition, grade level teachers will review data and frame lessons that incorporate additional support when needed.

Teacher Coaches will provide support by entering classrooms and modeling best teaching practices.

In addition, both AVID and Kagan strategies will be used in the classroom to promote student engagement. Teachers who have attended an AVID Summer Institute will provide students the opportunity to participate in AVID Strategies and Kagan Activities.

Students will use Binders to assist with their organizational skills at the 4th-5th grade levels. In addition, they will use a daily planner to keep a log of homework and spelling words.

Person Responsible	Stan Ward (stanley.ward@wcsb.us)
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Plan to Monitor Effectiveness

Description	MES will track the following data points: I-Ready, MTSS, STAR Reading, Accelerated Reader, Early Literacy, and District Standards-Based Assessments along with classroom observations conducted by the School Leadership Team.
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Person Responsible Katherine Spivey (katherine.spivey@wcsb.us)

Activity #3

Title Increase 5th Grade Science Proficiency

Rationale 5th grade Science proficiency decreased from 56% in 16-17 to 53% in 17-18.

Intended Outcome 5th grade Science proficiency will increase from 53% to 55%.

Point Person Stan Ward (stanley.ward@wcsb.us)

Action Step

Students will use interactive notebooks and AVID two-column/three column notes to increase engagement on standards-based instruction.

Students will be introduced to both Webb's DOK inquiry questions and Costa (framed questions) to increase students' meta-cognition.

Also, students will have the opportunity to attend Title I Science Nights and participate in hands-on labs. 4th and 5th grade students will have the opportunity to attend Science field trips.

Description

Students will participate in Science on the Move activities twice a year.

Also, MES is a Project Learning Tree school and our students will be able to learn more about different science fields and participate in hands-on-labs during a full week of planned events.

Students will also use Study Island (Science) computer program.

Students will also complete online digital lessons through HMH Ed Connect.

Person Responsible Katherine Spivey (katherine.spivey@wcsb.us)

Plan to Monitor Effectiveness

Description To ensure that students are taking two-column notes/ three column notes binder checks will be given. In addition, classroom observations will be used to monitor student engagement and the volume of student-driven questions at the 5th-grade level. Computer usage reports from computer-assisted programs will be monitored by school leadership.

Person Responsible Stan Ward (stanley.ward@wcsb.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See Parent Involvement Plan

**During regularly scheduled SAC Meetings parents and families assist with the planning, review, and evaluation of the Title I plans, including the SIP, PFEP, and Title I project application.

PFEP Link

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

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. Our positive behavior system creates a positive learning environment that celebrates and appreciates the differences in everyone. The program teaches students to take responsibility for their choices, be mindful of others, remain mannerly and respectful and be stakeholders in their own learning. Weekly, on the Terrific Kids Show, students that are nominated by their teacher, will be spotlighted and honored on the announcements to encourage good citizenship. Every 9 weeks, students who have earned the chance to participate get to have Team Time. On top of this students also attend guidance classes where they learn about bullying, harassment, cyberbullying, friendship, career choice, abuse, and much more. When needed small group and individual guidance is available. Our school has also partnered with outside agencies to serve students who could benefit from more counseling. Student services refer the students with the parent's permission and the counselors work with the student during school hours and the family after school hours. Medart also has benefited from the district Social Worker, who works with students on a needs basis. Students service can also help provide a check in a 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. This can be done through a self-check sheet, an AVID binder check, behavior sheet, and just a student job. Medart works to ensure that every student has an adult advocate. Students' individual needs and success are our highest priority. FSA data chats will also be used to help students set personal goals with the help of an adult who will encourage personal growth.

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 Wakulla Education Center to discuss upcoming kindergarten students. A meeting is also held with parents of the WEC students to discuss registration requirements. Pre-K students from local programs visit kindergarten classrooms at Medart and tour the school with an administrator. Currently at Medart, we have 3 Pre- K classes on site. These students are included in many of our extra curricular activities, which will allow them a smoother transition. 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 quarter 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. All Kindergarten students take the Florida Kindergarten Readiness Screener (FLKRS) within the first 30 days of school. Students who are identified as having a reading deficiency are remediated according to the District's Reading Plan.

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.

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.

District leadership attend job fairs at the local universities to recruit new teachers. High quality, effective teachers are provided ongoing and individualized professional development to offer support and strategies to increase instructional success which leads to teacher retention and higher student achievement. The school principal and leadership team members meet as needed to interview candidates to fill school level teaching positions.

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. This plan is developed in coordination and integration of all applicable federal programs (listed here).

Title I, Part A

Funds provided for an Instructional Coach, supplemental materials, equipment, smaller teacher-student ratios, staff development, remediation, and family engagement 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 III

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

Title IV, Part A

Funds are used to provide professional development for teachers in computer aided instructional programs as well as helps with the implementation of AVID and Kagan structures within the classroom.

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.

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

Students are given real-life situations in the coursework to familiarize themselves with future career opportunities. Students receive career awareness lessons and students in grades 4 and 5 will participate in Career Day activities. Implementation of the AVID program increases college awareness and readiness. 5th grade students are given the opportunity to earn computer industry certifications that will prepare them for advanced certifications in middle and high school.

Part V: Budget

Total:	\$22,426.00
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