

Wakulla County Schools

Medart Elementary School



2019-20 Schoolwide Improvement Plan

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Medart Elementary School

2558 COASTAL HWY, Crawfordville, FL 32327

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

Demographics

Principal: Stanley Ward

Start Date for this Principal: 8/20/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (43%) 2016-17: C (53%) 2015-16: C (50%) 2014-15: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Wakulla County School Board on 10/21/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<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	Job Duties and Responsibilities
Ward, Stan	Principal	
Martin, Jodie	School Counselor	SAC Chair
Harden, Holly	Instructional Coach	
Spivey, Katherine	Assistant Principal	
Baker, Lauren	Instructional Media	

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	50	57	51	53	70	79	0	0	0	0	0	0	0	360
Attendance below 90 percent	20	11	10	2	12	11	0	0	0	0	0	0	0	66
One or more suspensions	1	1	2	0	4	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	2	5	4	7	9	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	1	10	29	0	0	0	0	0	0	0	40

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	1	0	1	0	8	14	0	0	0	0	0	0	0	24

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	7	4	1	1	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

24

Date this data was collected or last updated

Saturday 8/24/2019

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	
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 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	1	2	8	20	7	0	0	0	0	0	0	0	38

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	
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 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	1	2	8	20	7	0	0	0	0	0	0	0	38

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	58%	68%	57%	51%	61%	55%
ELA Learning Gains	55%	59%	58%	57%	61%	57%
ELA Lowest 25th Percentile	45%	47%	53%	58%	55%	52%
Math Achievement	60%	68%	63%	59%	66%	61%
Math Learning Gains	54%	69%	62%	47%	67%	61%
Math Lowest 25th Percentile	29%	52%	51%	43%	55%	51%
Science Achievement	48%	56%	53%	56%	60%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	50 (0)	57 (0)	51 (0)	53 (0)	70 (0)	79 (0)	360 (0)
Attendance below 90 percent	20 (25)	11 (12)	10 (24)	2 (16)	12 (26)	11 (17)	66 (120)
One or more suspensions	1 (1)	1 (0)	2 (1)	0 (3)	4 (13)	2 (5)	10 (23)
Course failure in ELA or Math	0 (0)	2 (2)	5 (6)	4 (8)	7 (12)	9 (0)	27 (28)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (14)	10 (19)	29 (20)	40 (53)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	67%	-9%	58%	0%
	2018	60%	66%	-6%	57%	3%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	53%	66%	-13%	58%	-5%
	2018	41%	59%	-18%	56%	-15%
Same Grade Comparison		12%				
Cohort Comparison		-7%				
05	2019	60%	61%	-1%	56%	4%
	2018	55%	61%	-6%	55%	0%
Same Grade Comparison		5%				
Cohort Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	64%	5%	62%	7%
	2018	68%	65%	3%	62%	6%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	56%	71%	-15%	64%	-8%
	2018	45%	54%	-9%	62%	-17%
Same Grade Comparison		11%				
Cohort Comparison		-12%				
05	2019	56%	60%	-4%	60%	-4%
	2018	37%	66%	-29%	61%	-24%
Same Grade Comparison		19%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	53%	-4%	53%	-4%
	2018	55%	62%	-7%	55%	0%
Same Grade Comparison		-6%				
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	36	55	60	42	38	14	24				
BLK	27			20							
MUL	60	73		47	55						
WHT	60	56	47	65	57	34	51				
FRL	49	57	45	49	46	26	41				
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				

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)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

Math learning gains for the lowest quartile was our lowest tested component at 29% and we only saw a 1% increase from the previous year.. Teacher turn over has been a contributing factor along with the fact that 38 students had two or more of the early warning indicators. Attendance is a large contributing factor, along with parent involvement.

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

Science is our data component that showed the greatest decline. The trend shows that this has been an area of weakness. The percentage of proficiency was much higher in the 2016/2017 school year, at 60 %. Last year there was a further decline from the 2017/2018 school year. Teacher turn over has been a contributing factor along with the fact that 38 students had two or more of the early warning indicators. Attendance is a large contributing factor, along with parent involvement. School wide science initiatives is also believed to be a contributing factor.

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.

The greatest gap between the school and state average is in the lowest 25th percentile for Math. This is a downward trend over the last three years. The number of students with disabilities has increased with in the lower 25th percentile. Again, the number of students with 2 or more early warning indicator is a contributing factor.

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

Same cohort comparison for 5th grade ELA had a 19% increase. The school took on many actions including, supplementary materials, increased support, standards based instruction and assessment, and smaller instructional size for lower level groups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern in 2018/2019 were the 120 students indicated in the area of attendance and the 53 indicated as scoring a level 1.

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

1. Increase Science proficiency
2. Increase achievement of the lower 25th percentile for Math
3. Increase achievement of students with disabilities
4. Increase achievement of African American students
5. Growth in ELA achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase FSA Mathematics Proficiency
Rationale	On the Florida Standards Mathematics Assessment, the overall proficiency percentage for Medart Elementary is 60% which is below the state average by 3%, the lowest 25% had proficiency at a rate of 29% .
State the measurable outcome the school plans to achieve	In 2019-2020, proficiency on the FSA Mathematics assessment will increase from 60% to 63% and the lowest 25 % will increase from 29% to 32%.
Person responsible for monitoring outcome	Katherine Spivey (katherine.spivey@wcsb.us)
Evidence-based Strategy	<p>Part -Time Remedial Teacher Instructional Coach Supplemental small group and differentiated instruction AVID Strategies Kagan Structures Response to Intervention i Ready Math Ready Math Go Math</p> <p>Research shows that small group standards based instruction is a best practice. By increasing the number of certified teachers in the classroom, we can increase small group learning while using AVID and Kagan strategies to facilitate standards based instruction. AVID and Kagan are research-based programs that increase student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as foster collaboration among students and teachers. A part time certified teacher along with the district instructional coach,i will increase student acheivement by providing teachers with support in data analysis, instructional planning, and program implementation. They will also help provide extra support through collaboration with the classroom teacher to provide students will small group, using differentiated standards based instruction while incorporating AVID and Kagan research based strategies. Avid strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share, etc.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Training at AVID Summer institute. 2. Review Data prior to the school year and at quarterly Data meetings. (STAR, Statewide assessments, classroom assessments and i Ready diagnostics) 3. Hire a certified part time teacher to assist in the classroom and work with small groups to reduce the ratio of students to teacher. 2. Increase small group instruction in the classroom through the use of Certified resource teachers and Para Professionals. 3. Continued AVID training through out the school year at monthly faculty meetings and by

Teacher coaches.

4. Continued training of Kagan Strategies through out the school year at monthly faculty meetings.
5. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention Process.
6. Provide ongoing targeted interventions through MTSS.
7. Ongoing support through instructional coaches. (collaborative teaching, small group instruction, Give assessments for data collection, and offer support with lesson planning.)
8. Implementation of instructional programs or strategies. For example: Avid strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share, etc.

Person

Responsible

Stan Ward (stanley.ward@wcsb.us)

#2	
Title	Increase FSA ELA Proficiency
Rationale	Our over all percentage of proficiency on the 2019 Florida Standards ELA Assessment increased above the state average of 57% , however we remain below the district average of 68% so we feel this continues to be an area for improvement.
State the measurable outcome the school plans to achieve	In 2019-2020, proficiency on the FSA ELA assessment will increase from 58% to 61%.
Person responsible for monitoring outcome	Stan Ward (stanley.ward@wcsb.us)
Evidence-based Strategy	<p>Resource Teacher Instructional Coach Supplemental small group and differentiated instruction AVID Strategies Kagan Structures Response to Intervention Journeys I Ready Ready</p> <p>Through the use of a resource teacher and paraprofessional, we are reducing the class size in grades 3 - 5 during the ELA block. By reducing the size of the instructional group and leveling the students we feel we can better target the needs of the individual student. This will increase the ability to differentiate our small group instruction while continuing to provide standards based instruction through Kagan and AVID strategies. Avid strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share, etc. Research shows that students working in small groups with achieved significantly more than students working on individual work. By lowering the number of students in a class it allows for an increased use of small group instruction while remaining focused on standards based instruction using research based strategies such as Kagan and Avid strategies.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Training at AVID Summer institute. 2. Review Data prior to the school year and at quarterly Data meetings. (STAR, Statewide assessments, classroom assessments and i Ready diagnostics) 3. Schedule the Resource teacher an ELA class 2. Increase small group instruction in the classroom through the use of Certified resource teachers and Para Professionals. 3. Continued AVID training through out the school year at monthly faculty meetings and by Teacher coaches. 4. Continued training of Kagan Strategies through out the school year at monthly faculty

meetings.

5. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention Process.

6. Provide ongoing targeted interventions through MTSS.

7. Ongoing support through instructional coaches. (collaborative teaching, small group instruction, Give assessments for data collection, and offer support with lesson planning.)

8. Implementation of instructional programs or strategies. For example: Avid strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share, etc.

Person Responsible Holly Harden (holly.harden@wcsb.us)

#3	
Title	Increase Proficiency on the 5th Grade FCAT Science Assessment
Rationale	5th Grade FCAT Science Assessment is a continued area of decline, dropping from 53% to 48%. Our level of proficiency is our largest area of weakness. The trend shows a continual decline in percentage of proficiency and below the state average of 53%.
State the measurable outcome the school plans to achieve	In 2019-2020, proficiency on the FCAT Science assessment will increase from 48% to 51%.
Person responsible for monitoring outcome	Katherine Spivey (katherine.spivey@wcsb.us)
Evidence-based Strategy	We are implementing a school wide science initiative to insure that students are participating in hands on standards based science lessons at all grade levels. Students will also use the district approved curriculum, HMH Science and Study Island.
Rationale for Evidence-based Strategy	Research shows that hands on science lessons are the most effective means of delivery of the science standards through Kagan and AVID strategies. AVID strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share, etc. Students will also use the district approved, research based curriculum, HMH Science.
Action Step	
Description	<ol style="list-style-type: none"> 1. Training at AVID Summer institute. 2. Review Data prior to the school year and at quarterly Data meetings. (Statewide assessments, classroom assessments) 3. Continued AVID training through out the school year at monthly faculty meetings and by Teacher coaches. 4. Continued training of Kagan Strategies through out the school year at monthly faculty meetings. 5. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention Process. 6. Provide ongoing targeted interventions through MTSS. <p>Ongoing support through instructional coaches. (collaborative teaching, small group instruction, Give assessments for data collection, and offer support with lesson planning.)</p> <ol style="list-style-type: none"> 7. Implementation of instructional programs or strategies. For example: AVID strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share, etc. 8. Create and implement Science labs to facilitate hands on lessons. 9. Purchase materials needed to replace materials in science kits. 10. Use HMH Science as primary instructional tool. 11. Implement Study Island.

12. Have a Parent Science night to increase parent involvement and awareness of science-based standards. .

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

#4	
Title	Increase Achievement of Students with Disabilities
Rationale	The students with disabilities had a federal percent of points index of 38% for all tested areas. The state threshold is 40% proficient and we strive to exceed that score.
State the measurable outcome the school plans to achieve	In 2019-2020, the federal percent of points index for students with disabilities will increase from 38% to 41% or higher.
Person responsible for monitoring outcome	Jodie Martin (jodie.martin@wcsb.us)
Evidence-based Strategy	Part -Time Remedial Teacher Instructional Coach Supplemental small group and differentiated instruction AVID Strategies Kagan Structures i Ready Math Ready Math Go Math Resource Teacher Para Professional Support Journeys I Ready Ready Study Island HMH Science Hands on Science lessons Individual Education Plans
Rationale for Evidence-based Strategy	<p>By using Kagan and AVID strategies we will be able to differentiate standards based instruction to support students with disabilities. A paraprofessional will support the students with disabilities in the lower 25%.</p> <p>Through the use of a resource teacher and paraprofessional, we are reducing the class size in grades 3 - 5 during the ELA block. By reducing the size of the instructional group and leveling the students we feel we can better target the needs of the individual student. This will increase the ability to differentiate our small group instruction while continuing to provide standards based instruction through Kagan and AVID strategies. AVID strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share,</p>

etc. All of our students with disabilities at all grade levels are an area of focus. Our BPIE team reviews what we are currently doing and helps make suggestions on areas for improvement. We are working on the quality of our Individual Education Plans. We are currently sending more teachers to Quality IEP training. All teachers have received training on IEP's and how to accommodate students with disabilities in the General Education Classroom. Teacher and staff are using student first language. Teachers are differentiating instruction using Kagan strategies daily. AVID strategies are also used to allow the students to take ownership of their own education and develop strategies for success. General Education teachers are also helping to develop the IEP along with the parents and students to create a true team.

Action Step	
Description	<ol style="list-style-type: none"> 1. Training at Avid Summer institute. 2. Review Data prior to the school year and at quarterly Data meetings. (STAR, Statewide assessments, classroom assessments and i Ready diagnostics) 3. Hire a certified part time teacher to assist in the classroom and work with small groups to reduce the ratio of students to teacher. 2. Increase small group instruction in the classroom through the use of Certified resource teachers and Para Professionals. 3. Continued AVID training through out the school year at monthly faculty meetings and by Teacher coaches. 4. Continued training of Kagan Strategies through out the school year at monthly faculty meetings. 5. Provide classroom accommodations as indicated in IEPs. 6. Ongoing support through instructional coaches. (collaborative teaching, small group instruction, Give assessments for data collection, and offer support with lesson planning.) 7. Implementation of instructional programs or strategies. For example: AVID strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share, etc. 8. Quality IEP Training 9. Training for all teachers on Exception Student Education.
Person Responsible	Jodie Martin (jodie.martin@wcsb.us)

#5	
Title	Increase Achievement of African American Students
Rationale	The federal percent of points index for our African American subgroup is 24%. The state's threshold is 40% so we will need a large increase in this area.
State the measurable outcome the school plans to achieve	In 2019-2020, the federal percent of points index for the subgroup of African American students will increase from 24% to 41 % or higher.
Person responsible for monitoring outcome	Holly Harden (holly.harden@wcsb.us)
Evidence-based Strategy	<p>Part -Time Remedial Teacher Instructional Coach Supplemental small group and differentiated instruction AVID Strategies Kagan Structures Response to Intervention i Ready Math Ready Math Go Math Resource Teacher Para Professional Support Journeys I Ready Ready Study Island HMH Science Hands on Science lessons Individual Education Plans</p> <p>A part time certified teacher along with the district instructional coach, will provide extra support through collaboration with the classroom teacher to provide students will small group, using differentiated standards based instruction while incorporating Avid and Kagan research based strategies.</p>
Rationale for Evidence-based Strategy	<p>Through the use of a resource teacher and paraprofessional, we are reducing the class size in grades 3 - 5 during the ELA block. In the Math block we are reducing the student to teacher ratio by hiring a certified part time teacher. By reducing the size of the instructional group and leveling the students we feel we can better target the needs of the individual student. This will increase the ability to differentiate our small group instruction while continuing to provide standards based instruction through Kagan and AVID strategies. AVID strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagen strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share, etc.</p>
Action Step	

Description	<ol style="list-style-type: none"> 1. Training at AVID Summer institute. 2. Review Data prior to the school year and at quarterly Data meetings. (STAR, Statewide assessments, classroom assessments and i Ready diagnostics) 3. Hire a certified part time teacher to assist in the classroom and work with small groups to reduce the ratio of students to teacher. 2. Increase small group instruction in the classroom through the use of Certified resource teachers and Para Professionals. 3. Continued AVID training through out the school year at monthly faculty meetings and by Teacher coaches. 4. Continued training of Kagan Strategies through out the school year at monthly faculty meetings. 5. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention Process. 6. Provide ongoing targeted interventions through MTSS. 7. Ongoing support through instructional coaches. (collaborative teaching, small group instruction, Give assessments for data collection, and offer support with lesson planning.) 8.. Implementation of instructional programs or strategies. For example: AVID strategies that will be incorporated in standards based instruction include two column notes, three column notes, Costa's levels of thinking card sort, Philosophical chairs, Socratic Seminars, and binders. Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz-Trade, Mix Pair Share, etc.
Person Responsible	Holly Harden (holly.harden@wcsb.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

* Parent and family engagement remains an area of focus. To increase parent and family engagement, teachers will be contacting parents to report improvement and areas of strength. We believe it is necessary to build a cooperative relationship with all of our parents. We are also providing family dinners at our Title One Parent involvement nights to help increase our participation. We are planning hands on activities that parents and their children can participate in together at our parent nights.

* Our ELA scores school wide are still below our goal so we are focusing on reading for pleasure through Accelerated Reader. Research shows that students that read more improve over all in all academic areas. We are offering incentives to students who reach their goal in Accelerated Reader. We also are posting the names of students that read a book from the Sunshine State Reading list. Students who reach their goal and or pass a reading challenge are announced on the Morning announcements. Students can also earn the privileged to come read in "Kay's Korner", which is a comfortable space to read, have a snack and take an AR test.

* Our students on Assess Point Standards is another area of focus. We would like to see our improvement on Florida State Alternative Assessment Scores continue to improve. Our BPIE team (Best Practices of Inclusive Education) meets and assesses our needs for improvement. Currently all of our students on Access Points are scheduled part of the day in a general education classroom. The research shows that students learn best through differentiated instruction, when they are engaged in cooperative learning.

*All of our students with disabilities at all grade levels are an area of focus. Our BPIE team reviews what

we are currently doing and helps make suggestions on areas for improvement. We are working on the quality of our Individual Education Plans. We are currently sending more teachers to Quality IEP training. All teachers have received training on IEP's and how to accommodate students with disabilities in the General Education Classroom. Teacher and staff are using student first language. Teachers are differentiating instruction using Kagan strategies daily. Avid strategies are also used to allow the students to take ownership of their own education and develop strategies for success. General Education teachers are also helping to develop the IEP along with the parents and students to create a true team.

* Social Emotional Health is also an area of focus. To improve the social emotional health of our students we have implemented the Sanford Harmony program daily in our classrooms. Our hope is to reduce the number of referrals. The district has increased the number of Certified Social workers, and implemented a Tiered System of support in the area of Mental Health.

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 Schoolwide Improvement Plan 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.

To build a positive relationship with parents, families, and other community stakeholders we have planned Parent and Family Engagement nights that are open to everyone and include dinner for all in attendance. Before the start of the school year Medart host on Open House where parents and families can come and meet the teacher. on the first day of school parents and families can attend the Boo Hoo Breakfast and learn about volunteer opportunities at the school. The Volunteer Coordinator also host a volunteer breakfast and luncheon during the school year. We also have an annual Winter Festival that brings not only parents but the entire community. In October, Medart offers a character Parade during our Red Ribbon Week to allow students to dress up as their favorite character, families and community members come and watch the students in a Character Parade. We have increased our Veterans Day program this year to have two performances, one at night and one during the day to increase the ability to participate. For December, we have a evening of Celebration of Holidays Around the World. Student work and art is displayed for view. The school also host a day where families are invited to eat lunch with the students. Project Learning Tree and Fire Safety Day are events in which community members come in to support the curriculum and interact with our students. Parents, families and community stakeholders are an important part of our school climate.

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.

To ensure the social-emotional needs of all students at Medart Elementary we have implemented the Sanford Harmony Social-Emotional curriculum school-wide. The students participate in "Meet up" and "Buddy up" daily in the general education classroom. The students also participate in the extended lesson in special area. All teachers are also participating in Youth Mental Health First Aid training. Based on student needs, small group lessons are available through the guidance department and outside

mental health providers. Our school also has an onsite social worker one day a week and referrals for counseling and mentoring are available when needed. All teachers have the ability to refer students to the social worker for counseling.

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

A parent and family engagement night is held in the last 9 weeks of school. Parents are allowed to meet with the teachers in the next grade level that their child will attend and teachers discuss student learning expectations and grade level standards. Parents are given a chance to ask questions and review text books. Parents of Pre-K students meet with Kindergarten teachers to discuss registration requirements. Pre-K students from local private programs visit kindergarten classrooms at Medart and tour the school with an administrator. Currently at Medart, we have 2 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 private 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. 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 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 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.

Title I, Part D

N/A

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, mentoring through teacher coaches, as well as helps with the implementation of AVID and Kagan.

Title X - Homeless

District Student Services Department assists in providing services for students identified as homeless to eliminate barriers from a free and appropriate education.

Violence Prevention Program

Schools offer violence prevention and anti-drug programs which are supported by mental health 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. 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.