

Wakulla County Schools

# Medart Elementary School



2020-21 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: 7/1/2017

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

### School Board Approval

This plan was approved by the Wakulla County School Board on 11/16/2020.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Medart Elementary School

2558 COASTAL HWY, Crawfordville, FL 32327

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

### School Grades History

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

### School Board Approval

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### SIP Authority

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

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

At 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Ward, Stan	Principal	To provide the leadership and vision necessary to develop and administer educational programs that optimize the human and material resources available for a successful and safe school program for students, staff, parents, and community.
Martin, Jodie	School Counselor	SAC Chair
Harden, Holly	Instructional Coach	
Spivey, Katherine	Assistant Principal	
Baker, Lauren	Instructional Media	
McGuire, Wendy	Teacher, K-12	Teacher Coach
Hill, Melissa	Teacher, K-12	Teacher Coach
Johnson, Jessica	Teacher, K-12	Teacher Coach
Nelson , Karla	Teacher, K-12	Teacher Coach
Swain, Angela	Teacher, K-12	Teacher Coach

### Demographic Information

**Principal start date**

Saturday 7/1/2017, Stanley Ward

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

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

25

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	87%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (43%) 2016-17: C (53%) 2015-16: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	

<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	46	51	51	52	71	0	0	0	0	0	0	0	330
Attendance below 90 percent	21	10	10	10	9	18	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	6	3	3	2	0	0	0	0	0	0	0	0	0	14
Course failure in Math	6	3	0	2	0	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	5	3	0	3	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/10/2020

### Prior Year - As Reported

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



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

**Prior Year - Updated**

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

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

## 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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

## Analysis

### Data Reflection

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

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

In 2018/2019, Math learning gains for the lowest quartile was our lowest tested component at 29%. There was only a 1% increase from the previous year. During that school year, teacher turnover was considered a contributing factor along with a high number of students with two or more early warning indicators. Due to COVID- 19 school closures, we were unable to take FSA so we will be considering the same data.

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

In 2018/2019, Science proficiency showed the greatest decline at 48% which is a 5% decline from the previous year. The trend shows that this has been an area of weakness. The percentage of proficiency for the 2016/2017 school year was much higher at 60%. Teacher turnover 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 had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

In 2018/2019, the area with the greatest gap between the school and state average is in the lowest 25th percentile for Math. This is a downward trend over the previous three years. The number of students with disabilities has increased within the lower 25th percentile. Again, the number of students with early warning indicators was considered a contributing factor. Due to school closure in March of 2020, we will continue to use this data.

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

In 2018/2019, the data showed the same cohort comparisons for 5th grade ELA had a 19% increase. The school took on many actions that were believed to have contributed to the increase, including: supplementary materials, increased supports, standards based instruction and assessments, 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?**

Attendance and course failure in ELA are two areas of concern, especially with the fifth grade class.

**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. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Increase FSA Mathematics Proficiency: On the FSA Standards Mathematics Assessment, the overall proficiency percentage for Medart Elementary in the 2018-2019 school year was 60% which was below the state average by 3%. For the lowest 25%, only 29% had learning gains. Due to COVID-19 we were unable to take the 2019-2020 assessment, and will use the previous school year's FSA data.

**Measurable Outcome:** In 2020-2021, proficiency on the FSA Mathematics assessment will increase from 60% to 63% and the lowest 25% learning gains will increase from 29% to 32%.

**Person responsible for monitoring outcome:**

Katherine Spivey (katherine.spivey@wcsb.us)

**Evidence-based Strategy:**

Part-Time Remedial Teacher  
Instructional Coach  
Supplemental small group and differentiated instruction  
Kagan Structures  
Response to Intervention  
I-Ready Math  
Ready Math  
Go Math  
Moby Max  
Discovery Education  
Freckle  
Canvas Learning

**Rationale for Evidence-based Strategy:**

Research shows that small group standards-based instruction is the best practice. By increasing the number of certified teachers in the classroom, we can increase small group learning while using Kagan strategies to facilitate standards-based instruction. Kagan's strategies are research-based programs that increase student achievement and engagement by scaffolding academic and social structures that build critical thinking skills as well as foster collaboration among students and teachers. A part-time certified teacher along with the district instructional coach will increase student achievement 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 and to provide students with small group instruction using differentiated standards-based strategies. We continue to use two-column notes, three-column notes, Bloom's levels of questioning, and binders. Kagan strategies will be used to, differential the standards-based instructions including but not limited to Round Robin, Rally Table, Pair Share, Quiz-quiz Trade, Mix-Pair Share.

**Action Steps to Implement**

Training in Kagan structures throughout the school year at monthly faculty meetings, provided by the Kagan coaches and teacher coaches.

Teachers can request additional, individual training as needed.

Hire a certified part time teacher or enlist the help of a paraprofessional to assist in the classroom and work in small groups to reduce the ratio of students to teacher.

Increase small group instruction in the classroom, while continuing to use Covid 19 safety procedures.

Implementation of Kagan strategies. (Round Robin, Rally table, Pair Share, Quiz Quiz Trade, Mix Pair Share. etc.)

**Person Responsible** Melissa Hill (melissa.hill@wcsb.us)

Review Data prior to the school year and at quarterly data meetings. Teachers were provided data for each student, and teachers had access to data sheets for each student.

Increase small group instruction in the classroom through the use of certified resource teachers and Para-professionals.

Students will take STAR Math according to the district's progress monitoring calendar to track progress toward grade level mastery.

Provide ongoing targeted interventions through MTSS.

Teachers can request help from teachers coaches on interventions and remediation.

Monitor the fidelity of ongoing targeted interventions through MTSS.

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

Hire a certified part-time teacher to assist in the classroom and work with small groups to reduce the ratio of students to a teacher.

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

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

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

Canvas learning will be used to ensure that students enrolled in Distance Learning receive the same instruction as Brick and Mortar students.

**Person Responsible** Jessica Johnson (jessica.johnson@wcsb.us)



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

<b>Area of Focus</b>	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.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	In 2019-2020, proficiency on the FSA ELA assessment will increase from 58% to 61%. Due to School closure we did not have 2020 Data and will continue to use this goal.
<b>Person responsible for monitoring outcome:</b>	Stan Ward (stanley.ward@wcsb.us)
<b>Evidence-based Strategy:</b>	<p>Florida Standards and learning targets.</p> <p>SIPPS</p> <p>i-Ready</p> <p>Stars and Cars</p> <p>Rewards</p> <p>Common Boards</p> <p>PALS</p> <p>FCRR activities</p> <p>Expanding Expressions</p> <p>Rewards</p> <p>Journeys</p> <p>Ready</p> <p>AVID Strategies</p> <p>Kagan Activities.</p> <p>Freckle</p> <p>Brain Pop</p> <p>Brain Pop Jr</p> <p>Hear Builder</p> <p>Head Sprout</p> <p>ESGI</p> <p>MTSS</p> <p>Canvas Learning</p> <p>Teacher Coaches</p>
<b>Rationale for Evidence-based Strategy:</b>	Through the use of a resource teacher and paraprofessional, we are reducing the student to teacher ratio during the ELA block. This will increase the ability to differentiate our small group instruction while continuing to provide standards based instruction through Kagan strategies. From the district approved and adapted text, Journeys, interactive read aloud and vocabulary instruction will be used in alignment with the curriculum guide. 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. Common Boards will be used in every class to ensure the students know the expectation. Best Practices for Inclusion will be considered when lesson planning. Vertical Teaming will occur throughout the year to ensure that all standards are mastered with rigor and fidelity. Canvas learning will be the platform for distance learning and will follow the the same pacing schedule as the classroom.

**Action Steps to Implement**

Teacher coaches will assist with Student Data, Modeling lessons, Professional Development, Resources, Observation and Feedback, and the Response to Intervention Process.

Teacher Coaches will monitor and assist in the creation and use of Common Boards.

Individual Education Plans will be reviewed and goals monitored to ensure that student needs are being met every nine weeks.

**Person Responsible** Jodie Martin (jodie.martin@wcsb.us)

Each classroom teacher will also differentiate through small group instruction and all Tier III students will be provided additional support daily.

Instructional Coach is available every other week for additional support when planning for instruction, modeling best practices, professional development, reviewing data, and reviewing the standards to ensure the standards are mastered with rigor and fidelity.

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

Canvas learning will be used to ensure that students enrolled in Distance Learning receive the same instruction as Brick and Mortar students.

**Person Responsible** Jessica Johnson (jessica.johnson@wcsb.us)

Students will take STAR Reading according to the district's progress monitoring calendar to track progress toward progress toward grade-level mastery.

Review Data prior to the school year and at quarterly data meetings. Teachers were provided data for each student, and teachers had access to data sheets for each student.

Grade level teachers will review data and frame lessons that incorporate additional support when needed.

Increase small group instruction in the classroom through the use of certified resource teachers and Para-professionals.

Provide ongoing targeted interventions through MTSS.

Teachers can request help from teachers coaches on interventions and remediation.

Monitor the fidelity of ongoing targeted interventions through MTSS.

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

Kagan strategies will be used in the classroom to promote student engagement. This will be monitored through observations and through weekly common board checks.

Training in Kagan structures throughout the school year at monthly faculty meetings, provided by the Kagan coaches and teacher coaches.

Teachers can request additional, individual training as needed.

**Person Responsible** Melissa Hill (melissa.hill@wcsb.us)

**#3. Instructional Practice specifically relating to Science**

**Area of Focus**  
**Description and 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%.

**Measurable Outcome:** In 2020-2021, 5th grade NGSSS Science proficiency will increase from 53% to 55%.

**Person responsible for monitoring outcome:** Katherine Spivey (katherine.spivey@wcsb.us)

**Evidence-based Strategy:** Interactive notebooks  
 AVID two-column/three-column  
 Webb's DOK inquiry questions  
 Costa (framed questions)  
 Title I Science Nights  
 Kagan Strategies  
 Hands-on labs  
 4th and 5th grade Science field trips,(if Covid 19 restrictions are lifted).  
 Study Island Science

**Rationale for Evidence-based Strategy:** Research shows that hands on science lessons are the most effective means of delivery of the science standards through hands on activities, Kagan and AVID strategies. AVID strategies that will be incorporated in standards based instruction include two column notes, three column notes, Kagan strategies that will be used to differential the standards based instruction include: Round Robin, Pair Share, Quiz-Quiz-Trade, etc. Students will also use the district approved, research based curriculum, HMH Science. Also, students will have the opportunity to attend Title I Science Nights and participate in hands-on labs if Covid 19 restrictions are lifted. If the restrictions have not lifted the Title I nights will be held virtually. 4th and 5th-grade students will have the opportunity to attend Science field trips if Covid 19 restrictions are lifted. Students will also use Study Island (Science) computer program. Students will also complete online digital lessons through HMH Ed Connect.

**Action Steps to Implement**

Provide teacher support in planning and using AVID strategies, Costas questions, and Webb's DOK. Support planning Hands on Lessons.

AVID strategies will be monitored through lesson plans, observations and common board checks.

**Person Responsible** Wendy McGuire (wendy.mcguire@wcsb.us)

Kagan strategies will be used in the classroom to promote student engagement. This will be monitored through observations and through weekly common board checks.

Training in Kagan structures throughout the school year at monthly faculty meetings, provided by the Kagan coaches and teacher coaches.

Teachers can request additional, individual training as needed.

**Person Responsible** Melissa Hill (melissa.hill@wcsb.us)

Create and implement science labs to facilitate hands on lessons. Implement study island. Have a Parent Science night to increase parent involvement.

Student progress will be monitored through Study Island.

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

**#4. ESSA Subgroup specifically relating to African-American**

**Area of Focus Description and 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.

**Measurable Outcome:** In 2020-2021, the federal percent of points index for the subgroups 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:** Part-time Remedial Teacher  
Instructional Coach  
Supplemental small group and differentiated instruction  
Kagan structures  
MTSS Response to Intervention  
i-Ready Math  
Go Math  
Para-Professional Support  
Journeys  
Ready  
Study Island  
HMH Science  
Hands-on Science Labs  
Individual Education Plans.

**Rationale for Evidence-based Strategy:** 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 having our paraprofessionals push into classes. 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. Two-column notes, three-column notes, and Socratic Seminars, and binders will be used. Kagan strategies that will be used to differential the standards-based instruction include round Robin, Rally table, Pair Share, Quiz-Quiz Trade.

**Action Steps to Implement**

Review data prior to the school year and at quarterly data meetings, such as STAR, Statewide assessments, classroom assessments, and i-Ready diagnostics.

Students will take STAR Math and STAR Reading according to the district's progress monitoring calendar to track progress toward grade level mastery. Student progress in science at 5th grade will be monitored through Study Island.

Increase small group instruction in the classroom through the use of certified teachers and para-professional.

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

Provide ongoing targeted interventions through MTSS.

Ongoing support through instructional coaches. (Give assessments for data collection, offer support with lesson planning.)

Students will take an i-ready placement test and goals will be created and monitored.

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

Kagan strategies will be used in the classroom to promote student engagement. This will be monitored through observations and through weekly common board checks.

Training in Kagan structures throughout the school year at monthly faculty meetings, provided by the Kagan coaches and teacher coaches.

Teachers can request additional, individual training as needed.  
Continued training of Kagan Strategies through the use of our Kagan coach, and Teams meetings.

**Person Responsible** Melissa Hill (melissa.hill@wcsb.us)

Teacher coaches will assist with Student Data, Modeling lessons, Professional Development, Resources, Observation and Feedback, and the Response to Intervention Process.

Teacher Coaches will monitor and assist in the creation and use of Common Boards.

Individual Education Plans will be reviewed and goals monitored to ensure that student needs are being met every nine weeks.

**Person Responsible** Jodie Martin (jodie.martin@wcsb.us)

**#5. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

The students with disabilities had a federal percent of pints index of 38% for all tested areas. The state threshold is 40% proficient and we strive to exceed that score.

**Measurable Outcome:** 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  
I-Ready Reading  
Resource teacher  
Study Island  
HMJ Science lessons  
Individual Education Plans

**Rationale for Evidence-based Strategy:**

By using Kagan and AVID strategies we will be able to differentiate standards-based instruction to support students with disabilities. A para-professional will support the students with disabilities in the lower 25%. 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. The students will use two-column notes, and three-column notes, Socratic seminars, and binders. Kagan will be used to differential the standards-based instruction include: Round Robin, Rally table, Pair Share, Quiz-Quiz Trade, Mix Pair Share, etc. All of our students with disabilities at all grade levels are an area of focus. Our BIPIE team reviews what we are currently doing and helps make suggestions on areas for improvement. We are currently sending more teachers to Quality IEP training. All teachers have received training on IEP's and how to accommodated using students with a disability in the General Education Classroom. Teachers and staff are using the student's first language. Teachers are differentiating instruction using Kagan strategies daily. AVID strategies are also used to allow the student to take ownership of their own education and develop strategies for success. General Education teachers are also helping to develop the IEP 's along with the parents and students to create a true team.

**Action Steps to Implement**

Review data prior to the school year and at quarterly data meetings, such as STAR, Statewide assessments, classroom assessments, and i-Ready diagnostics.

Increase small group instruction in the classroom through the use of certified teachers and para-professional.

Continued training of Kagan Strategies through the use of our Kagan coach, and Team(s) meetings.

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

Provide ongoing targeted interventions through MTSS.

Ongoing support through instructional coaches. (Give assessments for data collection, offer support with lesson planning.)

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

All ESE teachers will attend Quality IEP training.

ESE teachers will receive Grey Book training on ESE procedures.

Training for all teachers on Exception Student Education.

Teacher coaches will assist with Student Data, Modeling lessons, Professional Development, Resources, Observation and Feedback, and the Response to Intervention Process.

Teacher Coaches will monitor and assist in the creation and use of Common Boards.

Individual Education Plans will be reviewed and goals monitored to ensure that student needs are being met every nine weeks.

Teachers can request additional, individual training as needed.

**Person Responsible** Jodie Martin (jodie.martin@wcsb.us)

Kagan strategies will be used in the classroom to promote student engagement. This will be monitored through observations and through weekly common board checks.

Training in Kagan structures throughout the school year at monthly faculty meetings, provided by the Kagan coaches and teacher coaches.

**Person Responsible** Melissa Hill (melissa.hill@wcsb.us)

### Additional Schoolwide Improvement Priorities

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

**MES will track the following data points: I-Ready, MTSS, and STAR 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.**



## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. Students are honored daily on the Morning announcements for their efforts in completing Reading Challenges and being proactive in their education. Students are able to challenge other students and adults to a Reading Challenge, incentives are provided for success in the completion of the challenge. 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. Students participate in Sanford Harmony lessons through SEL class weekly and through Monique Burr Prevention Education programs. 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 to counselors who 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 an as needed basis. Student's service can also help provide a check in a program that allows teachers to mentor students with needs. The student checks in with someone else to help the student gain confidence and responsibility. 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. The school and district's BPIE goals are also monitored to ensure that all students have an equal and appropriate education and that best practices are being used.

Student safety is very relevant at this time with regards to the current pandemic. The district has created new policies to help ensure the safety of our students and has provided the materials needed to keep our students safe. Student exposure is limited to their classroom only, this limits the number of people the student comes in contact with. The school is closed to visitors, except for essential parent meetings. When a meeting needs to take place face to face protective measures are taken.

Parents are invited and encouraged to attend regularly scheduled School Advisory Council meetings held four times per year. During regularly scheduled SAC meetings, parents and families assist with planning, review, and evaluation of the parent and family engagement plans, including the school improvement plan. Parent input is sought, recognized, valued, and strongly considered in the decision-making process, including decisions involving Title 1 programs and funding. In addition, parental feedback is solicited via the

annual school climate survey, as well as, at each parental involvement activity hosted by the school, including virtual activities.

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

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