

Wakulla County Schools

Medart Elementary School



2021-22 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

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Wakulla County School Board.

SIP Authority

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

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

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

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

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

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>87%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>15%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Martin, Jodie	School Counselor	The Chair of the 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 locations. In addition, she will approve purchases with SAC funds. She is a teacher coach and will help with professional development issues: Common board review, newsletters for parents and students, and Kagan structures. Mrs. Martin is also the Associate Dean of Student Services and monitors ESE student progress.
Ward, Stan	Principal	The Principal will present information concerning the operational status of the school along with updating shareholders of the 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.
Spivey, Katherine	Assistant Principal	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.
Swain, Angela	Teacher, ESE	She will provide information concerning our ESE student population and provide any additional insight for our stakeholders, and answer any possible questions. She is a teacher coach and will help with professional development issues: Common board review, newsletters for parents and students, and Kagan structures.
Nelson, Karla	Teacher, K-12	As a teacher coach, Mrs. Nelson, will provide information concerning professional development for training for peers, and assist in monitoring common boards, parent communication (newsletters).
Johnson, Jessica	Teacher, K-12	As a teacher coach, she will provide professional development training for teachers in the 3rd-5th grade, reviewing common boards, assisting with parent newsletters to ensure better communication with parents, Kagan structures, and help with High Yield Routines questions.
Gentry, Angie	Instructional Coach	MES instructional Coach, Mrs. Gentry will provide the administration with updates concerning reading plans and status of progress monitoring and implementation of i-ready, and other RTI programs.
Smith, Shari	Teacher, K-12	As a teacher coach, Mrs. Shari Smith, will provide updates on Kagan and other cooperative learning structures with her peers throughout the school year, she will also help with common boards, and High Yield routines used in Math.

Name	Position Title	Job Duties and Responsibilities
Lawhon, Michele	Teacher, K-12	As a teacher coach, Mrs. Lawhon, will provide professional development training. She will provide additional support in the area of FSA writing, and model strategies to her peers.

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.*

0

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.*

0

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

388

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	66	64	48	62	62	61	0	0	0	0	0	0	0	363
Attendance below 90 percent	13	16	7	24	21	10	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	6	5	4	7	0	0	0	0	0	0	0	22
Course failure in Math	0	0	0	0	0	3	9	4	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	8	12	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	14	15	10	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	30	42	19	27	8	11	0	0	0	0	0	0	0	137

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	2	1	3	13	7	0	0	0	0	0	0	0	26

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	3	7	0	0	2	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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	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	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

2020-21 - 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	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	2	1	3	13	7	0	0	0	0	0	0	0	26

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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	68%	57%	52%	64%	56%
ELA Learning Gains				55%	59%	58%	46%	59%	55%
ELA Lowest 25th Percentile				45%	47%	53%	33%	49%	48%
Math Achievement				60%	68%	63%	52%	64%	62%
Math Learning Gains				54%	69%	62%	35%	60%	59%
Math Lowest 25th Percentile				29%	52%	51%	28%	51%	47%
Science Achievement				48%	56%	53%	53%	64%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	58%	67%	-9%	58%	0%
Cohort Comparison						
04	2021					
	2019	53%	66%	-13%	58%	-5%
Cohort Comparison		-58%				
05	2021					
	2019	60%	61%	-1%	56%	4%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	64%	5%	62%	7%
Cohort Comparison						
04	2021					
	2019	56%	71%	-15%	64%	-8%
Cohort Comparison		-69%				
05	2021					
	2019	56%	60%	-4%	60%	-4%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Kindergarten STAR Early Literacy, 1st grade STAR Early Literacy, STAR Math, STAR Reading 2nd grade- STAR Math, STAR Reading 3rd grade- STAR Math, STAR Reading 4th grade STAR Math, STAR Reading 5th grade-STAR Math, STAR Reading Science -DSAB test average

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	0	0
	Economically Disadvantaged	29	0	0
	Students With Disabilities	83	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	0	0
	Economically Disadvantaged	31	0	0
	Students With Disabilities	40	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	0	0
	Economically Disadvantaged	55	0	0
	Students With Disabilities	40	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	0	0
	Economically Disadvantaged	55	0	0
	Students With Disabilities	20	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	0	0
	Economically Disadvantaged	55	0	0
	Students With Disabilities	42	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	0	0
	Economically Disadvantaged	29	0	0
	Students With Disabilities	8	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	0	0
	Economically Disadvantaged	50	0	0
	Students With Disabilities	31	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	0	0
	Economically Disadvantaged	26	0	0
	Students With Disabilities	31	0	0
	English Language Learners	0	0	0

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		63	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		65	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		54	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		41	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	14		28	36		23				
MUL	50			27							
WHT	67	54		64	30	30	57				
FRL	48	35	8	51	32	25	34				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	24
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 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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	50
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA at 3rd grade level has improved by 9 points over the last 3 years, and we were 13 points above the state average in 2020-2021. ELA at the 4th grade level increased 22 points over the last 3 years and were also above the state average. Our 5th grade students were above the state average by 4 points, yet we are not proficient in the sub-category in text based writing. In addition, our lowest quartile students are 45% proficient. Our subgroup of Black students were at 13% proficiency in ELA, while our Students with Disabilities were at 28%. These two subgroups will continue to need additional support. In Math at the 3rd grade level, we were above the state average by 11 points. In the 4th grade, we were also able to make gains and were 25 points above the state average. In 5th grade, in the area Math, we were 10 points below the state average. Our areas of concern in subgroups are Black students with 25%, Multiracial 18% and Students with Disabilities 37%. Clearly, our data continues to indicate that we need to provide additional support with our sub-groups in both Math and ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest areas of improvement are with our sub-groups in both math and ELA. Also 5th grade math is an area of need.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students did not meet the requirements of 45 minutes with passing scores weekly on the intervention tool, i-Ready Reading and i-Ready Math. The administration has created a track sheet to assure this goal is being met. This tracking sheet will be reviewed bi-weekly for all students at data meetings. Also, to ensure that student have time to complete the necessary time, students in the subgroups were invited to attend computer lab before school three days a week and to Math intervention afterschool two days a week.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area of ELA is where the school improved the most and met our School Improvement goal.

What were the contributing factors to this improvement? What new actions did your school take in this area?

To improve ELA , the teachers presented standards-based instruction and used common boards to introduce and refer to the standard. Paraprofessionals helped to facilitate small group instruction, the online platform Canvas Learning was used to facilitate Distance Learners. Teachers used Kagan structures to differentiate instruction. Teachers also participated in vertical teaming to ensure student needs were met.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning we are introducing a new computer-based learning program, Pebble Go. Teacher Coaches will continue to provide support with the use of a common board. The school based Kagan Coach, along with the Teacher Coaches, will introduce new Kagan structures and strategies. The Instructional Coach assigned to the school will help with curriculum monitoring and monitor the fidelity of the instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher Coaches will continue to provide support with the use of a common board. The school based Kagan Coach along with the Teacher coaches will introduce new Kagan structures and strategies. The Instructional Coach will provide professional development for FSA Writing Prep to fourth and fifth grade teachers. K-2 attended the BEST ELA training.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To improve learning we are holding a before school computer lab club three days a week. After school we are holding remediation two days a week.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our overall ELA proficiency on the FSA ELA assessment was 62 percent of students scoring a 3 or higher. This is an increase of 4 percent from 2018-2019.

Measurable Outcome: In 2021-2022, proficiency on the FSA ELA assessment will increase from 62% to 64%.

Monitoring: Response to Intervention Data
District Standards-Based Assessments
STAR Progress Monitoring
Wakulla Writes

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

Instructional Coach
Supplemental small group and differentiated instruction
Kagan Structures
Response to Intervention/MTSS Process
I-Ready
Ready Reading
Moby Max
Discovery Education
Freckle

Evidence-based Strategy: Canvas Learning
Stars and Cars
Rewards
Common Boards
PALS
FCRR activities
Journeys
AVID strategies
Lailo
Teacher Coaches
Pebble Go
Mystery Science

Rationale for Evidence-based Strategy: The Instructional Coach is meeting with grade levels to plan instruction and to model instruction for ELA. Instructional Coaches also support in monitoring curriculum and monitoring the fidelity of the Response to Intervention process. The use of Common Boards allows the students to know the expectations. Teachers will use the district provided tools and instructional materials to plan standards-based lessons. Data Teams will meet quarterly to identify a watchlist of students that will need extra support. Once identified, the team will differentiate instruction to match the students needs. Progress will be monitored using STAR and District Standards Based Assessments. Response to Interventions will also be monitored to determine if progress is being made. Best Practices for Inclusion will be considered for creating IEPs and lesson plans. Kagan Structures will be implemented to assist in differentiation instruction along with small group instruction to help create an inclusive environment.

Action Steps to Implement

Teacher Coaches support teachers through professional development, modeling, student data, resources, observations, feedback and lesson planning support. Teacher coaches will monitor, offer support and help maintaining common boards, including the implementation of common boards in the classroom.

Person Responsible Karla Nelson (karla.nelson@wcsb.us)

Individual Education plans will be reviewed and the goals will be monitored to ensure that students needs are being met. The Least Restrictive Environment will be monitored to ensure the inclusion is an option for all students. Teachers will consider the BPIE when lesson planning. Teachers will maintain an accommodation log.

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

Classroom teachers will communicate with a weekly or monthly newsletter to ensure that parents know what standards the classroom is working on.

Person Responsible Angela Swain (angela.swain@wcsb.us)

Progress will be monitored through STAR and District Standards Based Assessments. Response to Interventions will also be monitored to monitor that progress is being made.

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

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: On the 2020-2021 FSA Mathematics assessment, our overall score decreased from 60 percent scoring level 3 or higher to 58 percent. Our third and fourth grade cohorts were above the state average; however, the fifth grade cohort dropped to 41 percent.

Measurable Outcome: In 2021-2022, proficiency on the FSA Mathematics assessment will increase from 58% to 60%

Monitoring: i-Ready Math
 Go Math assessments
 i-Ready assessments
 STAR

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

Evidence-based Strategy: After-school remediation
 Before School Computer Lab
 Instructional Coach
 Supplemental Small Group and Differentiated Instruction
 Kagan Structures
 Response to Intervention
 I-ready Math
 Go Math
 Moby Max
 Discovery Education
 Freckles
 Canvas Learning
 Teacher Coaches
 High Yield Routines
 Common Boards

Rationale for Evidence-based Strategy: Research shows that small group, standards-based instruction is the best practice. We will increase small group instruction while using Kagan strategies and structures to facilitate standards based instruction, such as Round Robin, Rally Table, Pair Share, Quiz- quiz trade, Mix Pair Share. The district instructional coach will increase student achievement by providing teachers with support in data analysis, instructional planning and program implementation. Multi-tiers System of Support will hold Response to Intervention meetings to review data on all students. Progress will be monitored through STAR and District Standards Based Assessments. Response to Interventions will also be monitored to monitor that progress is being made. Teacher Coaches will support teachers by introducing new Kagan Structures and offering assistance with common boards and weekly parent communications. Classroom teachers are communicating with parents with a weekly or monthly newsletter to ensure that parents know what standard the class is working on.

Action Steps to Implement

Hire a tutor to help facilitate the before school computer lab program. This will allow students to have extra time on research-based computer programs (Freckle, i-Ready, Moby Max).

Organize and facilitate an after-school remediation program for 3rd - 5th grade students, using certified

teachers and standards-based instruction.

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

Instructional Coach will meet with teachers to help create standards-based lesson plans that are differentiated to student needs. The Instructional Coach will attend grade level meetings, observe teachers, and review data with teachers.

Person Responsible Angie Gentry (angela.gentry@wcsb.us)

Teacher Coaches will facilitate professional development for Kagan structures, standards based instruction, differentiated instruction, and High Yield routines. Teacher coaches will also model, observe and support teachers.

Teacher Coaches will gather evidence of High Yield routines, weekly newsletters, Kagan implementation, and common boards.

Person Responsible Michele Lawhon (michele.lawhon@wcsb.us)

Monitor that Classroom teachers are communicating with parents with a weekly or monthly newsletter to ensure that parents know what standard the class is working on.

Monitor that Classroom teachers are including High Yield Math routines daily.

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

Progress will be monitored through STAR. Response to Interventions will also be monitored to monitor that progress is being made.

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

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

The federal percent of points index for the subgroups of African American subgroup is 13%.

Measurable Outcome:

In 2021-2022, the federal percent of points index for the subgroups of African American students will increase from 13% to 41% or higher.

District Standards Based Assessment
STAR Reading
i-ready

Monitoring:

Moby Max
Freckle
Classroom Assessments
Response to Intervention

Person responsible for monitoring outcome:

Katherine Spivey (katherine.spivey@wcsb.us)

Instructional coach
Supplemental small group and differentiated instruction
Kagan Structures
Response to intervention
I-Ready
Ready Reading
Moby Max
Discovery Education
Freckle
Canvas Learning

Evidence-based Strategy:

Stars and Cars
Rewards
Common Boards
PALS
FCRR activities
Journeys
AVID strategies
Lailo
Teacher Coaches
MTSS
Pebble Go
Before School Computer Lab Tutoring
After School Remediation

Rationale for Evidence-based Strategy:

The Instructional coach is meeting with grade levels to plan instruction and to model instruction for ELA. Instructional Coaches also support in monitoring curriculum and to monitor the fidelity of Response to Intervention. The use of Common Boards allows the students to know the expectations. Data Teams will meet quarterly to identify a watchlist of students with a focus on the African American Subgroup that will need extra support. Once identified the the team will differentiate instruction to match the students needs. Vertical Teaming will occur throughout the year to ensure that all standards mastered with rigor and

fidelity. Progress will be monitored through STAR and District Standards Based Assessments. Response to Interventions will also be monitored to monitor that progress is being made. Best Practices for Inclusion will be considered for creating IEPs and lesson plans. Kagan Structures will be implemented to assist in the differentiation of instruction along with small group instruction to help create an inclusive environment.

Action Steps to Implement

The Instructional coach is meeting with grade levels to plan instruction and to model instruction for ELA. Instructional Coaches also support in monitoring curriculum and to monitor the fidelity of Response to intervention. Instructional Coaches will facilitate Vertical teaming meetings.

Person Responsible Angie Gentry (angela.gentry@wcsb.us)

Data Teams will meet quarterly to identify a watchlist of students with a focus on the African American Subgroup that will need extra support. Once identified, the the team will differentiate instruction to match the student's needs. Progress will be monitored through STAR and District Standards Based Assessments. Response to Interventions will also be monitored to monitor that progress is being made.

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

Monitor that Best Practices for Inclusion are considered when creating IEPs and lesson plans. Collect documentation that accommodations will be are provided as needed in the general education classroom and resource setting.

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

Hire a tutor to help facilitate the before school computer lab program. This will allow students to have extra time on research based computer programs(Freckle, i-Ready, Moby Max)

Organize and facilitate an After-school remediation program for 3rd - 5th grade students, using certified teachers and standards based instruction.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale: The federal percent of points index for our Student's with Disabilities Subgroup was 38%.

Measurable Outcome: In 2021-2022, the federal percent of points index for the subgroups of students with disabilities will increase from 38% to 41% or higher.

Monitoring: DSBA
 STAR Reading
 STAR Math
 Wakulla Writes
 Classroom Assessments

Person responsible for monitoring outcome:

Katherine Spivey (katherine.spivey@wcsb.us)

Instructional coach
 Supplemental small group and differentiated instruction
 Kagan Structures
 Response to intervention
 I-Ready
 Ready Reading
 Moby Max
 Discovery Education
 Freckle
 Canvas Learning
 Stars and Cars
 Rewards
 Common Boards
 PALS
 FCRR activities
 Journeys
 AVID strategies
 Lailo
 Teacher coaches
 MTSS
 Pebble Go
 Before School Computer Lab Tutoring
 After School Remediation

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Data Teams will meet quarterly to identify a watchlist of students. Once Identified the the team will differentiate instruction to match the students needs. Progress will be monitored through STAR and District Standards Based Assessments. Response to Interventions will also be monitored to monitor that progress is being made. The ESE team will meet to review the IEP and monitor the goals to insure that progress is being made. The ESE teacher will support the student through small group differentiated instruction that is standards based, with continued remediation as needed. Best Practices for Inclusion will be considered for creating IEPs and lesson plans. Kagan Structures will be implemented to assist in differentiation instruction along with small group instruction to help create an

inclusive environment. After school remediation and before school tutoring will be offered for Math and Science to help close any gaps.

Action Steps to Implement

Facilitate grade level teams quarterly to identify a watchlist of students with a focus on the Students with Disabilities. Progress will be monitored through STAR and District Standards Based Assessments. Response to Interventions will also be monitored to monitor that progress is being made.

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

Hire a tutor to help facilitate the before school computer lab program. This will allow students to have extra time on research based computer programs(Freckle, i-Ready, Moby Max)

Organize and facilitate an After-school remediation program for 3rd - 5th grade students, using certified teachers and standards based instruction.

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

Facilitate ESE team meetings to look at the goals and ways to differentiate instruction to match the students needs and provide additional support where necessary.

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

Monitor that Kagan Structures are being implemented to increase student engagement and create an inclusive environment.

Person Responsible Shari Smith (shari.smith@wscb.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on data from SafeSchoolsforalex.org., Medart has had a discipline problem over the last three years listed. In the highest years, the referrals were primarily the same few students who are repeat offenders. We have reduced the number of Out of School suspensions by utilizing the In School Suspension option referred to as PASS. We have also increased the number of Behavior RTI plans. School culture and environment will be monitored through discipline referrals and Behavioral Response to Interventions. According to the report, we score High Risk in the area of drugs and weapons. To help improve in these areas we will teach the skills needed to avoid these problems to our 5th grade students using the SAVE Program taught by a Sheriff's deputy.

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.

Here at Medart, we have numerous programs that help build trust and high expectations. We currently have a program that sends food and snacks home with over 70 students weekly and have a closet where students can get clothes, shoes, back packs, school supplies and hygiene needs. Research shows that students need these basic needs met before they can learn. Also at Medart we have a Licensed Clinical Social worker, employed by the district, on campus one day a week to assist students. We also have partnerships with outside counseling services that we can refer students with needs.

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. 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 and through Monique Burr Prevention Education programs. When needed, small group and individual guidance is available. There is also an incentive program in place school wide where students earn "Mustang Bucks". This form of currency can be used to buy privileges such as eating lunch with the teacher, being Principal for the day, sitting with a friend, etc.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.