



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Medart Elementary School

2558 COASTAL HWY

Crawfordville, FL 32327

850-962-4881

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 62%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 20%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Medart Elementary School

##### Principal

Sharon Kemp

##### School Advisory Council chair

Susan Fenner

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sharon Kemp	Principal
Belinda McElroy	Assistant Principal
Terry Price	Reading Coach
Kelly Corrigan	Kindergarten Grade Level Chair
Margaret Davis	First Grade Level Chair
Deborah Roddenberry	Second Grade Level Chair
Deana Davis	Third Grade Level Chair
Jill Rudd	Fourth Grade Level Chair
Jodie Martin	Fifth Grade Level Chair
Laurie Beaton	Guidance Counselor

#### District-Level Information

##### District

Wakulla

##### Superintendent

Mr. Robert Pearce

##### Date of school board approval of SIP

10/21/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC is comprised of the Chairperson, Secretary, Principal, Assistant Principal and 6 faculty members, 9 parents, and 3 business/community members.

#### Involvement of the SAC in the development of the SIP

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

**Activities of the SAC for the upcoming school year**

The SAC will meet no less than 4 times during the course of the school year to review testing data, Climate Survey results, develop goals and strategies, and monitor the progress and effectiveness of the strategies. Minutes from the previous meeting are reviewed. Members and administrators provide updates for each goal set forth in the plan.

**Projected use of school improvement funds, including the amount allocated to each project**

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Sharon Kemp**

Principal

Years as Administrator: 10

Years at Current School: 10

**Credentials**

B.S. degree in Elementary Education in 1976 from Florida State University; M.S. degree in Educational Leadership from Florida State University in 1997

**Performance Record**

2012-2013 school grade: B  
 Learning Gains Progress Met for Lowest Quartile:  
 Reading: yes  
 Math: yes  
 High Performing Qualifying:  
 Reading: no  
 Math: no  
 Did not meet AMO targets for Reading / Math

<b>Belinda McElroy</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 25
<b>Credentials</b>	BS degree in Elementary Education from Florida State University; MS in Varying Exceptionalities from FSU; Educational Leadership Modified Program.	
<b>Performance Record</b>	2012-2013 school grade: B 2012-2013 school grade: B Learning Gains Progress Met for Lowest Quartile: Reading: yes Math: yes High Performing Qualifying: Reading: no Math: no Did not meet AMO targets for Reading / Math	

**Instructional Coaches**

**# of instructional coaches**  
1

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Terry Price</b>		
Part-time / District-based	Years as Coach: 6	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, Data, RtI/MTSS	
<b>Credentials</b>	B.A. in Social Studies; Certification Middle Grades Integrated and Social Science 5-9; Reading Endorsement	
<b>Performance Record</b>	2012-2013 - School Grade of B; 64% proficient in Reading; 36% proficient in Writing; 2012-2011 - School Grade of A; 69% proficient in Reading;	

**Classroom Teachers**

**# of classroom teachers**  
34

**# receiving effective rating or higher**  
34, 100%

**# Highly Qualified Teachers**  
100%

**# certified in-field**  
34, 100%



**# ESOL endorsed**

24, 71%

**# reading endorsed**

6, 18%

**# with advanced degrees**

9, 26%

**# National Board Certified**

2, 6%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

5, 15%

**# with 6-14 years of experience**

10, 29%

**# with 15 or more years of experience**

19, 56%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Our administration strives to recruit and retain teachers that fit our vision, philosophy, and mission of the school. This encourages a climate conducive to our personal culture. Continuous professional development is encouraged and supported by administration. Every effort is made to provide up-to-date training on research-based effective teaching methods and curriculum. Each teacher works on his/her own professional development goals. In this way, teachers continue to improve their skills and feel confident and competent in their jobs. Weekly grade-level meetings are held to plan long range goals, discuss curriculum, and implement the newest standards in reading, writing, math, and science. Group sharing provides teachers a time to collaborate. These meetings provide teachers with the opportunity to share strategies, concerns, resources, and materials.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities****Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The leadership team will be represented at all School Advisory Council meetings to provide input and information regarding MTSS. This will help to ensure that the goals set forth in the SIP are monitored and that interventions identified in the action steps are research based and appropriate for individual student need.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Every teacher as identified in the RtI School Plan must be part of a data review team. Teams must meet a minimum of four times per year at approximately nine week intervals. A checklist of MTSS expectations is provided for each data meeting with specific information for team members regarding developing interventions and teacher problem-solving. 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.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data is analyzed using Performance Matters, Renaissance Place, Florida Assessments for Instruction in Reading (FAIR), and Discovery Education. Teachers look at the most current data for students assigned to classes to determine academic status and to plan for instruction.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Staff is trained and provided with a handbook that clearly outlines the district timeline for MTSS activities. A teacher with a concern regarding a student's performance (academic or behavior) contacts the student's parents and engages in a consultative process to resolve the problem. The Problem-Solving Model (PSM) informs parents and teachers of concern and establishes communication between school and home.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,200

Medart will have an Afterschool Camp on Tuesdays and Wednesdays during the months of October and November. This will be for fourth and fifth grade students who have scored Level 1 or 2 on FCAT (or very low Level 3) and third grade students that have scored Level 1 or 2 (or low 3) on DEA, and/or Wakulla Writes.

### Strategy Purpose(s)

- Instruction in core academic subjects

### How is data collected and analyzed to determine the effectiveness of this strategy?

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

### Who is responsible for monitoring implementation of this strategy?

Camp teachers and Assistant Principal

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Sharon Kemp	Principal
Belinda McElroy	Assistant Principal
Terry Price	Reading Coach
Ginger Tillman	Media Specialist
Kelly Corrigan	Kindergarten Grade Level Chair
Margaret Davis	First Grade Level Chair
Deborah Roddenberry	Second Grade Level Chair
Deana Davis	Third Grade Level Chair
Jill Rudd	Fourth Grade Level Chair
Jodie Martin	Fifth Grade Level Chair
Laurie Beaton	Special Area Grade Level Chair

### How the school-based LLT functions

The LLT focuses on school-wide literacy issues. The team meets once a month to discuss and share strategies to strengthen instruction and improve student performance.

### Major initiatives of the LLT

Training on text complexity and close and careful reads and ensuring that both are central to lessons. Discussion of instructional shifts required by Common Core State Standards and ways to support teachers in making those shifts. Reviewing common core lesson plan templates to support text dependent questions and evidence-based answers; Reviewing the amount of research and writing

expected of students and using that information to create plans to help strengthen instruction in those areas.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Classroom teachers in concert with the Reading Coach develop watch lists and target groups using data from FAIR, DEA, and FCAT to identify students at risk of reading failure. Students scoring in the lowest quartile are deemed at risk. Intervention Support Team meetings are held to analyze data for these students and to plan appropriate interventions. Student progress is monitored and discussed at weekly grade level meetings. Through parent-teacher communications, weekly correspondence including graded papers, mid nine week progress reports, and quarterly report cards, students with reading deficiencies are identified and intervention plans are developed.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Administrators meet annually with the teachers from Sopchoppy Education Center to discuss upcoming kindergarten students. A meeting is also held with parents of the SEC students to discuss registration requirements. Pre-K students from local programs visit kindergarten classrooms at Medart and tour the school with an administrator. Coordination of services and discussions between administrators and teachers from local Pre-K programs make for a smooth transition to kindergarten for the students. At Open House, Kindergarten orientation is provided for parents and students.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

### Strategies for improving student readiness for the public postsecondary level

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	64%	No	74%
American Indian				
Asian				
Black/African American	56%	28%	No	60%
Hispanic				
White	73%	69%	No	76%
English language learners				
Students with disabilities	47%	33%	No	52%
Economically disadvantaged	64%	56%	No	68%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	26%	30%
Students scoring at or above Achievement Level 4	106	42%	44%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	34	53%	55%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	28	36%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	62%	No	69%
American Indian				
Asian				
Black/African American	56%	36%	No	60%
Hispanic				
White	67%	65%	No	70%
English language learners				
Students with disabilities	43%	38%	No	48%
Economically disadvantaged	58%	53%	No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	26%	28%
Students scoring at or above Achievement Level 4	93	36%	38%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		85%	85%
Students scoring at or above Level 7		15%	15%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	62%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	27%	30%
Students scoring at or above Achievement Level 4	19	21%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		15
Participation in STEM-related experiences provided for students	12		100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	15	3%	2%
Students who are not proficient in reading by third grade	28	33%	30%
Students who receive two or more behavior referrals	13	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

See Parent Involvement Plan

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** 40% of students tested in FCAT Mathematics will score Level 4 or above.
- G2.** 69% of students tested in FCAT Mathematics will score Level 3 or above.
- G3.** 55% of students tested in FCAT Science will score Level 3 or above.
- G4.** 25% of students tested in FCAT Science will score Level 4 or above.
- G5.** The number of students in subgroups making satisfactory progress in reading will increase.
- G6.** Students will use writing to respond to reading and math across the content areas using Common Core Standards resulting in an increase in Reading, Math and Writing scores.
- G7.** 40% of students tested in FCAT Reading will score Level 4 or above.
- G8.** 74% of students tested in FCAT Reading will score proficient (Level 3 or above)

## Goals Detail

**G1.** 40% of students tested in FCAT Mathematics will score Level 4 or above.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

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



### Plan to Monitor Progress Toward the Goal

Students will be assessed using STAR Math three times per year. Students K-2 will be assessed using DEA four times per year.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule:**

Students will be assessed using STAR Math three times per year. Students K-2 will be assessed using DEA four times per year.

**Evidence of Completion:**

STAR Math and DEA test records.

### G2. 69% of students tested in FCAT Mathematics will score Level 3 or above.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students whose score from previous year decreased a level.

### Plan to Monitor Progress Toward the Goal

Analyze data; create watch lists and target groups for improvement

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule:**

Beginning of school year and each four weeks for Tier I students; As indicated by Tier II or Tier III plans for those students.

**Evidence of Completion:**

Progress monitoring assessments including EZCBM.

**G3. 55% of students tested in FCAT Science will score Level 3 or above.**

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- National Geographic science textbook, supplemental materials, and demonstration kit aligned with NGSS. Science oriented software and websites such as Discovery Education/United Streaming, BrainPop, and Just Science Now. These resources provide effective questioning techniques and sample lesson plans that implement inquiry.
- Project Learning Tree lessons and activities

**Targeted Barriers to Achieving the Goal**

- Lack of background knowledge hands-on experiences for science

**Plan to Monitor Progress Toward the Goal**

Science texts will be integrated in reading instruction.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans; classroom observations

**G4. 25% of students tested in FCAT Science will score Level 4 or above.**

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- National Geographic Science textbooks/kits and website; Brainpop; Discovery Education Streaming; FCAT Explorer; Project Learning Tree presenters; Just Science Now

**Targeted Barriers to Achieving the Goal**

- Lack of vocabulary development required in order to comprehend science concepts.

## Plan to Monitor Progress Toward the Goal

Teachers will differentiate instruction for science vocabulary development

### Person or Persons Responsible

Classroom teachers; students

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Students will make connections to science, technology and math in real world situations and in various STEM related activities. Student grades, performance, and engagement as evidenced by report cards and projects.

**G5.** The number of students in subgroups making satisfactory progress in reading will increase.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- The entire K-5 Language Arts Curriculum has been revised to align with the requirements of the Common Core State Standards for English Language Arts. Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block. Collaborative learning structures will be utilized and student activities will be tied to learning targets. Exemplar lessons have been created to provide a model for teachers in how to plan for instruction at the level of rigor required by CCSS.
- The district has adopted a new core program, Harcourt Journeys Common Core, to provide teachers with support in the use of complex text in the classroom.
- Implementation of the Leader in Me program based on The Seven Habits of Highly Effective People.
- Grade levels are provided professional development on lesson planning and the integration of content into the Reading Block.

### Targeted Barriers to Achieving the Goal

- Students of diverse ethnicities may not relate to materials used in reading.

### Plan to Monitor Progress Toward the Goal

Use data to create target groups, watch lists, and intervention plans as needed. Plan strategic and intensive interventions to support students.

#### Person or Persons Responsible

Classroom teachers and Reading Coach

#### Target Dates or Schedule:

FAIR and DEA to be administered by September 27, March 14, and May 16.

#### Evidence of Completion:

FAIR, STAR, and DEA data, intervention assessments, data notebooks

**G6.** Students will use writing to respond to reading and math across the content areas using Common Core Standards resulting in an increase in Reading, Math and Writing scores.

#### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

#### Resources Available to Support the Goal

- District English Language Arts Curriculum with writing supplements and appendices; Writing Training with Dr. Oropollo;

#### Targeted Barriers to Achieving the Goal

- Students may not be able to plan, organize, edit and revise their writing effectively.

### Plan to Monitor Progress Toward the Goal

Wakulla Writes, Displayed writing across all grade levels, writing portfolios

#### Person or Persons Responsible

Grade level teachers will collaborate and assist each other in subjective review of student writing.

#### Target Dates or Schedule:

During weekly grade level meetings, no less than 3 meetings per grading period.

#### Evidence of Completion:

FCAT writing scores; Student portfolio quality

**G7. 40% of students tested in FCAT Reading will score Level 4 or above.****Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)

**Resources Available to Support the Goal**

- The entire K-5 Language Arts Curriculum has been revised to align with the requirements of the Common Core State Standards for English Language Arts. Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block. Collaborative learning structures will be utilized and student activities will be tied to learning targets. Exemplar lessons have been created to provide a model for teachers in how to plan for instruction at the level of rigor required by CCSS.
- The district has adopted a new core program, Harcourt Journeys Common Core, to provide teachers with support in the use of complex text in the classroom.
- Implementation of the Leader in Me program based on The Seven Habits of Highly Effective People.
- Grade levels are provided professional development on lesson planning and the integration of content into the Reading Block.

**Targeted Barriers to Achieving the Goal**

- Instructional shifts related to CCSS must be made; students and teachers must adjust to level of rigor required by new standards.

**Plan to Monitor Progress Toward the Goal**

Student progress will be monitored and reviewed regularly.

**Person or Persons Responsible**

Classroom teachers, Reading Coach

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

FAIR, STAR, and DEA data, intervention assessments, data notebooks

**G8. 74% of students tested in FCAT Reading will score proficient (Level 3 or above)****Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)

**Resources Available to Support the Goal**

- The entire K-5 Language Arts Curriculum has been revised to align with the requirements of the Common Core State Standards for English Language Arts. Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block. Collaborative learning structures will be utilized and student activities will be tied to learning targets. Exemplar lessons have been created to provide a model for teachers in how to plan for instruction at the level of rigor required by CCSS.
- The district has adopted a new core program, Harcourt Journeys Common Core, to provide teachers with support in the use of complex text in the classroom.
- Implementation of The Leader in Me program which is based on The Seven Habits of Highly Effective People.
- Grade levels are provided professional development on lesson planning and the integration of content into the Reading Block.

**Targeted Barriers to Achieving the Goal**

- Performance data for students scoring below Level 3 indicates deficiencies in the areas of vocabulary and literary analysis. Students had difficulty determining the meaning of words and phrases as used in a text, and in distinguishing literal from non-literal language.

**Plan to Monitor Progress Toward the Goal**

Teachers will routinely implement elements of differentiated instruction to meet the learning needs of all students.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Evaluation / Observation; Assessments for Progress Monitoring (EZCBM)

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 40% of students tested in FCAT Mathematics will score Level 4 or above.

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

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

#### **Action Step 1**

Focus on CCSS learning targets

#### **Person or Persons Responsible**

Teachers / Students

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

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

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Student focus on learning targets

#### **Person or Persons Responsible**

Classroom teachers; administration; parents

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Students will demonstrate understanding of objectives through student-led conferences and data notebooks.

### Plan to Monitor Effectiveness of G1.B1.S1

Deeper understanding of problem solving mathematical operations

#### Person or Persons Responsible

Classroom teachers will monitor progress for effectiveness

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student data notebooks; math journals; test scores

**G2.** 69% of students tested in FCAT Mathematics will score Level 3 or above.

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

**G2.B1.S1** Develop and implement differentiated instruction through the use of hands-on manipulatives and Harcourt GoMath enrichment components. Analyze data to determine at-risk students in need of intensive remediation. Provide extra support to Tier II and Tier III students as designated.

#### Action Step 1

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

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Data will be analyzed during staff development data day which occurs on September 18, 2013.

#### Evidence of Completion

Lesson plans; watch lists; target groups

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

Differentiate instruction

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Lesson plans



### Plan to Monitor Effectiveness of G2.B1.S1

Assessments for Progress Monitoring (EZCBM)

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Per intervention schedule

#### Evidence of Completion

Intervention Calendars

**G3.** 55% of students tested in FCAT Science will score Level 3 or above.

**G3.B1** Lack of background knowledge hands-on experiences for science

**G3.B1.S1** Teachers will integrate various science texts in reading instruction.

#### Action Step 1

Use various science texts for close and careful reading strategies

#### Person or Persons Responsible

Classroom teachers; media specialist

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Lesson plans

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

Use various science texts for close and careful reading strategies

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monitor quarterly

#### Evidence of Completion

Evaluation / observation tool; lesson plans

### Plan to Monitor Effectiveness of G3.B1.S1

Students will make connections to science, technology and math in real world situations and in various STEM related activities.

#### Person or Persons Responsible

Classroom teachers; Administration; Parents

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Science grades, completed projects, and student test scores.

**G4.** 25% of students tested in FCAT Science will score Level 4 or above.

**G4.B1** Lack of vocabulary development required in order to comprehend science concepts.

**G4.B1.S1** Teachers will routinely implement elements of differentiated instruction to meet the learning needs of all students. Higher-order thinking skills will be taught along with questioning, discussion, and reading strategy instruction. Students will be exposed to different, unexpected vocabulary which will lead to rapid vocabulary growth and comprehension.

#### Action Step 1

Differentiated instruction for vocabulary development

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Lesson plans; Observation; Word walls

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

Differentiated instruction for vocabulary development

**Person or Persons Responsible**

Administration; Grade-level chairs

**Target Dates or Schedule**

Weekly grade level meetings

**Evidence of Completion**

Collaborative lesson planning; Observation

### Plan to Monitor Effectiveness of G4.B1.S1

Differentiated instruction

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Students will make connections to science, technology and math in real world situations and in various STEM related activities.

**G5.** The number of students in subgroups making satisfactory progress in reading will increase.

**G5.B1** Students of diverse ethnicities may not relate to materials used in reading.

**G5.B1.S1** Plan supplemental instruction / intervention for students not responding to core instruction. Teachers will use data to create target groups and watch lists in order to support these students.

**Action Step 1**

Use FAIR and Discovery Education data to create target groups and watch lists. Plan strategic and intensive interventions to support these students.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

FAIR and DEA to be administered by the end of September.

**Evidence of Completion**

Target groups and watch lists

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Review completed watch lists

**Person or Persons Responsible**

Grade level chairs; Reading Coach

**Target Dates or Schedule**

Three times per year at the end of each test administration

**Evidence of Completion**

Documentation of watch lists, target groups

**Plan to Monitor Effectiveness of G5.B1.S1**

How effective is intervention?

**Person or Persons Responsible**

Intervention Support Team, Classroom teachers

**Target Dates or Schedule**

As indicated by intervention plan / calendar

**Evidence of Completion**

Progress monitoring assessments (FCRR, EZCBM)

**G6.** Students will use writing to respond to reading and math across the content areas using Common Core Standards resulting in an increase in Reading, Math and Writing scores.

**G6.B1** Students may not be able to plan, organize, edit and revise their writing effectively.

**G6.B1.S1** Provide students with writing opportunities daily across the content areas

**Action Step 1**

Students will write daily in response to reading across all content areas

**Person or Persons Responsible**

All students K-5

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson plans, student writing portfolios

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Classroom teachers will be expected to provide daily writing instruction and opportunities for students.

**Person or Persons Responsible**

Grade level chairs, administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Observation, student portfolios, displayed writing, test scores

**Plan to Monitor Effectiveness of G6.B1.S1**

Wakulla Writes, Displayed writing across all grade levels, writing portfolios

**Person or Persons Responsible**

Grade level teachers will collaborate and assist each other in subjective review of student writing.

**Target Dates or Schedule**

During weekly grade level meetings, no less than 3 meetings per grading period.

**Evidence of Completion**

FCAT writing scores; Student portfolio quality

**G7.** 40% of students tested in FCAT Reading will score Level 4 or above.

**G7.B1** Instructional shifts related to CCSS must be made; students and teachers must adjust to level of rigor required by new standards.

**G7.B1.S1** The entire K-5 Language Arts Curriculum has been revised to align with the requirements of the Common Core State Standards for English Language Arts. Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block. Collaborative learning structures will be utilized and student activities will be tied to learning targets. Exemplar lessons have been created to provide a model for teachers in how to plan for instruction at the level of rigor required by CCSS.

**Action Step 1**

Instructional shifts

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom observations; FCAT and DEA test scores, student portfolios

**Facilitator:**

District Office of Curriculum

**Participants:**

Classroom teachers

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Instructional shifts

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom Observation;

## Plan to Monitor Effectiveness of G7.B1.S1

Instructional shifts

### Person or Persons Responsible

Classroom teachers; administrators

### Target Dates or Schedule

On-going

### Evidence of Completion

Student performance; student engagement

**G7.B1.S2** Student Data Notebooks; Students will participate in individual goal setting related to leadership skills for self, academics, and service. Teachers will provide specific, timely feedback to students on an on-going basis and help students use the feedback to improve their performance.

### Action Step 1

Students will set goals based on CCSS learning targets and Leader in Me principles.

### Person or Persons Responsible

Students (guided by classroom teachers)

### Target Dates or Schedule

September 5th Parent Night; on-going

### Evidence of Completion

Data notebooks

## Plan to Monitor Fidelity of Implementation of G7.B1.S2

Student goal setting as evidenced by data notebooks

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Data notebooks

## Plan to Monitor Effectiveness of G7.B1.S2

Effectiveness of data notebooks in student goal setting; Students will use feedback to improve their performance.

### Person or Persons Responsible

Classroom teachers K-5

### Target Dates or Schedule

Weekly grade level meetings to discuss implementation and effectiveness

### Evidence of Completion

Grade level meeting discussion notes; progress reports/report cards

**G7.B1.S3** Implementation of the Leader in Me (LIM) program; Teachers will routinely implement elements of differentiated instruction to meet the learning needs of all students. LIM will serve as a springboard for teaching higher-order thinking skills along with questioning, discussion, and reading strategy instruction. Students will be exposed to different, unexpected vocabulary which will lead to rapid vocabulary growth and comprehension.

### Action Step 1

Participate in the "Seven Habits of Highly Effective People" training so that all adults who come into contact with students are speaking common language to promote development of habits.

### Person or Persons Responsible

Teachers, Administrators, Paraprofessionals, Cafeteria, Bus, and Custodial Workers

### Target Dates or Schedule

July 2013

### Evidence of Completion

Training attendance record

### Facilitator:

Franklin Covey

### Participants:

Medart Elementary faculty and staff (teachers, paraprofessionals, food service, custodial, bus drivers, and office support staff)



### **Plan to Monitor Fidelity of Implementation of G7.B1.S3**

An implementation plan will be drafted which will include a timeline, roles and goals for each member, and a written overview for parents and community.

#### **Person or Persons Responsible**

Lighthouse Team (a team will be established to lead The Leader in Me initiative)

#### **Target Dates or Schedule**

During first weeks of school year

#### **Evidence of Completion**

Path to Lighthouse Self-Evaluation Checklist

### **Plan to Monitor Effectiveness of G7.B1.S3**

Students will participate in individual goal setting; take ownership of their performance, establish a plan to achieve their goals; communicate their goals and plans through student-led conferences.

#### **Person or Persons Responsible**

Teachers / Students

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Student data notebooks; Student-led conferences

**G8. 74% of students tested in FCAT Reading will score proficient (Level 3 or above)**

**G8.B1** Performance data for students scoring below Level 3 indicates deficiencies in the areas of vocabulary and literary analysis. Students had difficulty determining the meaning of words and phrases as used in a text, and in distinguishing literal from non-literal language.

**G8.B1.S1** Implementation of the Leader in Me (LIM) program; Teachers will routinely implement elements of differentiated instruction to meet the learning needs of all students. LIM will serve as a springboard for teaching higher-order thinking skills along with questioning, discussion, and reading strategy instruction. Students will be exposed to different, unexpected vocabulary which will lead to rapid vocabulary growth and comprehension.

**Action Step 1**

Participate in the "Seven Habits of Highly Effective People" training so that all adults who come into contact with students are speaking common language to promote development of habits.

**Person or Persons Responsible**

Teachers, Administrators, Cafeteria, Bus, and Custodial Workers

**Target Dates or Schedule**

July 2013

**Evidence of Completion**

Training attendance record

**Facilitator:**

Franklin Covey

**Participants:**

Faculty and staff (including paraprofessionals, cafeteria, bus, and custodial workers)

**Plan to Monitor Fidelity of Implementation of G8.B1.S1**

An implementation plan will be drafted which will include a timeline, roles and goals for each member, and a written overview for parents and community.

**Person or Persons Responsible**

Lighthouse Team (a team will be established to lead The Leader in Me initiative)

**Target Dates or Schedule**

During first weeks of school year

**Evidence of Completion**

Path to Lighthouse Self-Evaluation Checklist

### Plan to Monitor Effectiveness of G8.B1.S1

Students will participate in individual goal setting; take ownership of their performance, establish a plan to achieve their goals; communicate their goals and plans through student-led conferences.

#### Person or Persons Responsible

Teachers / Students

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student data notebooks; Student-led conferences

**G8.B1.S2** Student Data Notebooks; Students will participate in individual goal setting related to leadership skills for self, academics, and service. Teachers will provide specific, timely feedback to students on an on-going basis and help students use the feedback to improve their performance.

#### Action Step 1

Provide instruction on individual and group goal setting

#### Person or Persons Responsible

K-5 Classroom teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student Data Notebooks

### Plan to Monitor Fidelity of Implementation of G8.B1.S2

Student goal setting as evidenced by data notebooks

#### Person or Persons Responsible

Classroom teachers; Grade-level chairs

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Data notebooks; Student-led conference notes

## Plan to Monitor Effectiveness of G8.B1.S2

Effectiveness of data notebooks in student goal setting; Students will use feedback to improve their performance.

### Person or Persons Responsible

Classroom teachers K-5

### Target Dates or Schedule

Weekly grade level meetings to discuss implementation and effectiveness

### Evidence of Completion

Grade level meeting discussion notes; progress reports/report cards

**G8.B1.S3** The entire K-5 Language Arts Curriculum has been revised to align with the requirements of the Common Core State Standards for English Language Arts. Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block. Collaborative learning structures will be utilized and student activities will be tied to learning targets. Exemplar lessons have been created to provide a model for teachers in how to plan for instruction at the level of rigor required by CCSS.

### Action Step 1

Instructional shifts

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Classroom observation; student performance; student engagement

#### Facilitator:

District Office of Curriculum

#### Participants:

Classroom teachers

### Plan to Monitor Fidelity of Implementation of G8.B1.S3

Instructional shifts

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom observation/evaluation tool

### Plan to Monitor Effectiveness of G8.B1.S3

Instructional shifts

**Person or Persons Responsible**

Classroom teachers; administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student performance on progress monitoring assessments

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

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

#### Title I, Part C - Migrant

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X - Homeless

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

#### Violence Prevention Program

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G7.** 40% of students tested in FCAT Reading will score Level 4 or above.

**G7.B1** Instructional shifts related to CCSS must be made; students and teachers must adjust to level of rigor required by new standards.

**G7.B1.S1** The entire K-5 Language Arts Curriculum has been revised to align with the requirements of the Common Core State Standards for English Language Arts. Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block. Collaborative learning structures will be utilized and student activities will be tied to learning targets. Exemplar lessons have been created to provide a model for teachers in how to plan for instruction at the level of rigor required by CCSS.

### PD Opportunity 1

Instructional shifts

#### Facilitator

District Office of Curriculum

#### Participants

Classroom teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Classroom observations; FCAT and DEA test scores, student portfolios

**G7.B1.S3** Implementation of the Leader in Me (LIM) program; Teachers will routinely implement elements of differentiated instruction to meet the learning needs of all students. LIM will serve as a springboard for teaching higher-order thinking skills along with questioning, discussion, and reading strategy instruction. Students will be exposed to different, unexpected vocabulary which will lead to rapid vocabulary growth and comprehension.

### **PD Opportunity 1**

Participate in the "Seven Habits of Highly Effective People" training so that all adults who come into contact with students are speaking common language to promote development of habits.

#### **Facilitator**

Franklin Covey

#### **Participants**

Medart Elementary faculty and staff (teachers, paraprofessionals, food service, custodial, bus drivers, and office support staff)

#### **Target Dates or Schedule**

July 2013

#### **Evidence of Completion**

Training attendance record



**G8. 74% of students tested in FCAT Reading will score proficient (Level 3 or above)**

**G8.B1** Performance data for students scoring below Level 3 indicates deficiencies in the areas of vocabulary and literary analysis. Students had difficulty determining the meaning of words and phrases as used in a text, and in distinguishing literal from non-literal language.

**G8.B1.S1** Implementation of the Leader in Me (LIM) program; Teachers will routinely implement elements of differentiated instruction to meet the learning needs of all students. LIM will serve as a springboard for teaching higher-order thinking skills along with questioning, discussion, and reading strategy instruction. Students will be exposed to different, unexpected vocabulary which will lead to rapid vocabulary growth and comprehension.

**PD Opportunity 1**

Participate in the "Seven Habits of Highly Effective People" training so that all adults who come into contact with students are speaking common language to promote development of habits.

**Facilitator**

Franklin Covey

**Participants**

Faculty and staff (including paraprofessionals, cafeteria, bus, and custodial workers)

**Target Dates or Schedule**

July 2013

**Evidence of Completion**

Training attendance record

**G8.B1.S3** The entire K-5 Language Arts Curriculum has been revised to align with the requirements of the Common Core State Standards for English Language Arts. Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block. Collaborative learning structures will be utilized and student activities will be tied to learning targets. Exemplar lessons have been created to provide a model for teachers in how to plan for instruction at the level of rigor required by CCSS.

### **PD Opportunity 1**

Instructional shifts

#### **Facilitator**

District Office of Curriculum

#### **Participants**

Classroom teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Classroom observation; student performance; student engagement

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G7.	40% of students tested in FCAT Reading will score Level 4 or above.	\$400
Total		\$400

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	\$400	\$400
District funded	\$0	\$0
Total	\$400	\$400

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G7.** 40% of students tested in FCAT Reading will score Level 4 or above.

**G7.B1** Instructional shifts related to CCSS must be made; students and teachers must adjust to level of rigor required by new standards.

**G7.B1.S1** The entire K-5 Language Arts Curriculum has been revised to align with the requirements of the Common Core State Standards for English Language Arts. Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block. Collaborative learning structures will be utilized and student activities will be tied to learning targets. Exemplar lessons have been created to provide a model for teachers in how to plan for instruction at the level of rigor required by CCSS.

#### Action Step 1

Instructional shifts

#### Resource Type

Evidence-Based Program

#### Resource

Implementing CCSS for English Language Arts and Math; Standards Based Instructional Planning; Third Grade ELA Lesson Study; Fifth Grade ELA Lesson Study; Daily 5/Cafe;

#### Funding Source

District funded

#### Amount Needed

\$0

**G7.B1.S2** Student Data Notebooks; Students will participate in individual goal setting related to leadership skills for self, academics, and service. Teachers will provide specific, timely feedback to students on an on-going basis and help students use the feedback to improve their performance.

**Action Step 1**

Students will set goals based on CCSS learning targets and Leader in Me principles.

**Resource Type**

Evidence-Based Program

**Resource**

The Leader in Me - Establishing a Learning Environment Student workbooks

**Funding Source**

**Amount Needed**

\$400

**G7.B1.S3** Implementation of the Leader in Me (LIM) program; Teachers will routinely implement elements of differentiated instruction to meet the learning needs of all students. LIM will serve as a springboard for teaching higher-order thinking skills along with questioning, discussion, and reading strategy instruction. Students will be exposed to different, unexpected vocabulary which will lead to rapid vocabulary growth and comprehension.

**Action Step 1**

Participate in the "Seven Habits of Highly Effective People" training so that all adults who come into contact with students are speaking common language to promote development of habits.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G8. 74% of students tested in FCAT Reading will score proficient (Level 3 or above)**

**G8.B1** Performance data for students scoring below Level 3 indicates deficiencies in the areas of vocabulary and literary analysis. Students had difficulty determining the meaning of words and phrases as used in a text, and in distinguishing literal from non-literal language.

**G8.B1.S1** Implementation of the Leader in Me (LIM) program; Teachers will routinely implement elements of differentiated instruction to meet the learning needs of all students. LIM will serve as a springboard for teaching higher-order thinking skills along with questioning, discussion, and reading strategy instruction. Students will be exposed to different, unexpected vocabulary which will lead to rapid vocabulary growth and comprehension.

**Action Step 1**

Participate in the "Seven Habits of Highly Effective People" training so that all adults who come into contact with students are speaking common language to promote development of habits.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**