

Wakulla County Schools

Medart Elementary School



2016-17 School Improvement Plan

Medart Elementary School

2558 COASTAL HWY, Crawfordville, FL 32327

mes.wcsb.us

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	Yes	84%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	C	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Wakulla County School Board on 11/14/2016.

SIP Authority and Template

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

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 monitoring status of "Former F" (see page 4). 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	37
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	39

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. 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

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Medart Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Melissa Ramsey	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

At Medart Elementary School, our purpose is to empower all students to become leaders and achieve success in all areas.

b. Provide the school's vision statement

The core values of our school are to embrace the Seven Habits of the Leader in Me program, and train our students to be proactive, begin with the end in mind, put first things first, think win/win, seek first to understand and then be understood, synergize and sharpen the saw.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students at Medart Elementary are recognized for their uniqueness and individual cultures. Teachers work diligently to celebrate cultural heritage and the diversity that enriches our lives. Students individual talents are highlighted everyday. In our hallways every student has a place to highlight their individual accomplishments. We also have many diverse clubs that allow students to shine in an area that draws on their leadership strengths. Some examples of these clubs are; Butterfly Club, Breakfast Club, Pony Express, Media Club, Safety Patrol, Student Council, Technology Club, Art Club, Boom Wackers Club and much more. There are clubs for everyone to join and all clubs meet at least once a month. Students are also able to spotlight their talents at our Student Leadership Rallies. At the rallies, students are able to write and preform plays, share gymnastic routines, dance routines, musical talents, spotlighted for attendance, honor roll, citizenship and much more.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

To make our students feel safe and respected we work to involve all stakeholders in the educational process. This is our third year participating in The Leader in Me program. Through this program we receive training that includes all school personnel involved in the lives of our students. This includes administration, teachers, paraprofessionals, bus drivers, lunchroom workers, and community members. By including everyone we have been able to establish positive procedures and a common language that benefits our students. We are able to isolate problems that may occur and come up with solutions that can be supported by everyone involved. This level of support and common language allows the students to see that everyone involved cares and can be trusted. Each morning students are greeting in the hall by school personnel and by their classroom teacher before entering the classroom.

We have also installed a new security system. This program protects the students at our school by having visitors checked through a drivers license scan. The visitors scan their drivers license upon entering the school. This accomplishes two things. It lets the school know if this person has been approved to pick up the child and it alerts the school if the person has a record that prohibits them from being around children. This system also prints a pass for our visitors so that all staff knows that the visitor has been cleared to be in the school. Another safety feature that has been added to our school is a front door security system. The front door and hallway has a new camera and monitor in the front office. The front office staff can see who is entering the building. Also, during the school day

the doors can remain locked and visitors will have to have clearance from the front office staff to enter. Students, faculty and staff all practice procedures that would be used in case of an emergency.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school wide behavioral systems are PBS (Positive Behavior System) and The Leader in Me. These two programs support one another. Through these positive behavior systems, students are taught to be accountable for their own actions. They are also taught to practice responsibility, behave in an appropriate manner, become productive citizens, and to provide service to others. Students are trained to create a personal mission statement and both personal and academic goals. We believe that these processes make the students stakeholders in their own education. Through The Leader in Me, we have also developed a reward system. The students can earn "Mustang Trading Cards," through good behavior and leadership. The cards can be handed out by all school employees so that the students will behave in all areas of the school. The trading cards can be redeemed at the school "Trading Post." Another behavior system used by homeroom teachers and supported by all school personnel is a clip chart system. This clip chart allows students to have a daily visual of their behavior. The student can be told to clip down for negative behavior but can also be instructed to clip up for positive behavior. This allows a student to change their behavior during the day. Many classrooms also use a class compliment system. If the class receives a designated number of compliments the entire class is rewarded. Another program that we have implemented to improve behavior and create pride in the school and awards given out at our Leadership Rallies. The cleanest class at every grade level, is awarded the "Golden Broom." The best class in the lunchroom is awarded the "Golden Spoon." The class is chosen by not the teachers but by our support staff and awarded once every nine weeks during the Leadership Rally. This has been very effective in improving behavior and pride in our school. It also further pulls together all stakeholders in the educational process. All new teachers are provided with Leader in Me training so that the school as a whole is using common language.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Student's social-emotional needs are met in many ways. The Leader in Me creates a positive learning environment that celebrates and appreciates the differences in everyone. The program teaches students to take responsibility for their choices, set and monitor goals, work first then play, believe that everyone can win, listen before talking or acting, learn to celebrate and appreciate others, and take care of the body, brain, heart and soul. On top of this students also attend guidance classes where they learn about bullying, harassment, cyber bullying, friendship, career choice, abuse, and much more. When needed small group and individual guidance is available. Our school has also partnered with outside agencies to serve students who could benefit from more counseling. Guidance refers the students with the parents permission and the counselors work with the student during school hours and the family after school hours. Medart also has benefited from the district Social Worker, who works with students on a needs basis. The PBS program has a check in program that allows teachers to mentor students with needs. If a student needs a positive role model, a teacher can request extra support from another teacher or school employee. The student checks in with someone else to help the student gain confidence and responsibility. Students' individual needs are our highest priority. Our Leadership teams also provide students the opportunity to be connected to an adult at the school which helps to build relationships and confidence.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

NA

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	21	12	13	16	12	0	0	0	0	0	0	0	91
One or more suspensions	3	1	3	2	2	1	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	7	7	4	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	33	20	33	0	0	0	0	0	0	0	86

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	0	2	13	13	6	0	0	0	0	0	0	0	36

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies for academics include: small group instruction, research-based computer programs such as MySciLearn (Fast ForWord, Reading Assistant) and IXL, Florida Center for Reading Research (FCRR) activities, Rewards, SRA, Phonics instruction, Study Island, Moby Max, Brain Pop, United Streaming, Discovery Education Assessment, Discovery Education Probes, Hear Builder, Starfall, CPalms, Think Central, Daily Five, Star assessments, Accelerated Reader, Spelling City, Cold Read Assessments, common planning, data team meetings, school wide interrupted ELA block with assistance from non classroom teachers, Highly Qualified part time teacher to assist in the classroom with students in grades 3-5 who have been identified as needing interventions, and after-school camp for intensive reading/math remediation. In addition, instructional strategies are differentiated based on student need and response. Teaching strategies include direct instruction, cooperative learning structures, small group instruction and homogeneous grouping. We have also set aside an intervention and enrichment time each day to help with the homogeneous grouping.

Interventions for behavior include Leader in Me curriculum, PBS (Positive Behavior Support) to provide framework, teaching expectations for behavior, modeling and teaching acceptable communication and social skills, and the Automatic RtI supports.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

See Parent Involvement Plan

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school has many partnerships with the community through our Leader in Me, Lions Club, Project Learning Tree, Volunteer Fire Departments, Local Churches, 4H Extension, Optimist Club, Wakulla One Stop, Parent volunteers, grants and many more groups. Community members have attended our Leader in Me training and our Leadership Day program. Through our Winter Festival we receive help and donations to create a successful event that helps build relationships between staff, faculty, parents and the community. The Lions Club also participates in our festival. We partner with local churches to provide Christmas for our students, weekly snack back packs, and food for Thanksgiving. Medart also partners with our local 4H extension office to provide nutrition classes, a speech contest and agriculture lessons. In addition to these community partnerships, Medart participates in Project Learning Tree which brings in community members to provide lessons to our students that make connections in science.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Dutton, Kim	Principal
Martin, Jodie	SAC Member
Crouch, Michael	Assistant Principal

b. Duties

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

The leadership team will be represented at all faculty, staff, and SAC meetings to ensure implementation of key initiatives focused on engaging students, staff, parents, and community members in the school's leadership model. 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amy Anderson	Teacher
Jennifer Anderson	Teacher
Mary Green	Business/Community
Alicia Le	Parent
Ingrid Matlock	Parent
Bhaveshri Patel	Parent
Diane Perez	Business/Community
Jodie Martin	Teacher
Ginger Tillman	Teacher
Kim Dutton	Principal
Laurie Falk	Parent
Angie Mercer	Parent
Valencia Oden	Parent
Adrienne Martin	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The school improvement plan integrated key initiatives focused on engaging students, staff, parents, and community members in Medart's leadership model. The criteria for becoming a Leader in Me Lighthouse School ties in directly with the SIP goals and strategies to improve student performance. The School Advisory Council met four times during the school year with members of the Lighthouse Team to choose indicators to measure, collect baseline data, and track regularly to determine where and to what degree the leadership model is bringing improvements.

b. Development of this school improvement plan

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.

c. Preparation of the school's annual budget and plan

The School Advisory Council was given a Title I budget update at every meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

All expenditures for 2016 -2017 will be approved by the SAC.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dutton, Kim	Principal
Martin, Jodie	SAC Member
Crouch, Michael	Assistant Principal
Harden, Holly	Instructional Coach
Tillman, Susan	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT provides teachers with training on text complexity and close and careful reads and ensures that both are central to lessons. Meetings provide discussion of instructional shifts required by Florida State Standards and ways to support teachers in making those shifts. Lesson plan templates are reviewed that support text dependent questions and evidence-based answers; the team also reviews the amount of research and writing expected of students and uses that information to create plans to help strengthen instruction in those areas.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Weekly grade-level meetings and common planing times daily are used to allow teachers 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. Administration holds data team meetings by grade level. These data meetings allow teachers to share information and strategies, plus identify students and areas of concern. Our Reading Coach also meets with teachers and grade levels to help in planning and intervention strategies.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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. Professional Development are built into the District calendar and teachers are allowed the time to participate. 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. New strategies are shared at weekly staff meetings by faculty members. This year we are continuing to introduce Kagan structures and other effective teaching methods at least once a month during faculty meetings. This year administration has also implemented a school wide book study. The purpose of this study is to give teachers the tools needed to increase student engagement.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

For all newly hired teachers, our administrators choose an appropriate mentor, from a list of certified mentor teachers who have been approved and trained by the district. All new hires are required to attend a district led in-service before the school year begins and then attend monthly meetings for continued support. The school level mentor provides daily support, weekly meetings, and observations for the mentee. When possible the mentor and mentee are on the same grade level so that the relationship is even more supportive.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district provides opportunities vertical grade level training before the beginning of the school year. Florida Standards are contemplated and purposefully reviewed in order to develop consistent and comprehensive plans for instruction at every grade level. The vertical training allows teachers to see how the standards increase at each level so that we can best prepare our students for success. The District has also provided our school with a detailed curriculum that maps our progression through the standards for the year and the required assessment to help maintain student progression and performance. Teachers are provided with lessons and allowed to submit lessons that can be used to effectively teach the standards. Resources and materials are reviewed extensively before adopting in order to provide effective tools for teaching of the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses a plethora of data to provide and differentiate instruction to meet the needs of our students. At the beginning of the year we start by looking at the previous years state wide test scores. This is just one piece, then we begin looking for individual areas of weakness. Currently we are using Discovery Education Assessment (DEA) Math and Reading, District writing test, weekly cold reads, weekly fluency test, weekly spelling test and Math assessments to identify individual needs. From these assessments, teachers can plan instruction. To meet the diverse student needs, teachers differentiate instruction in small groups. Small group instruction is provided to the students in the ELA block for thirty minutes a day and in the Math block for thirty minutes a day. In small group teachers can level the instruction, reinforce the skill through reteach activities or supplement the instruction as needed. Students are also using IXL, Calendar Math, High Yield Math routines, Star Math, Jumpstart Math Moby Max, Kagan Structures Think Central Interactive White Board Lessons, and Kahan Academy Lessons to provide further math instruction and provide data on individual student needs. For Reading reinforcement and data, teachers can use Starfall, Moby Max, Accelerated Reader, Discovery Education, Brain Pop, Starfall, Spelling city, Study Island, Phonics Books, Epic, DEA Probes, Hear Builder, Rewards, Daily Five, Think Central, Brain Child devices, SRA Reading, SRA Reading Science, Literacy Stations, Accelerated Reader, and Fast Forward. Also this year the teachers have implemented a thirty minute block that is titled "Practice with a Purpose," which allows students to be ability grouped and work on their individual needs. During this time the teachers will work with an ability group using research based interventions and enrichment to help students make

learning gains.

For Tier 2 and 3 students, the data gathering process is more individualized and the intervention is individualized based on the student's needs. (Examples of interventions: Fast Forward, Harcourt Intervention Reading and Math, IXL, FCRR activities, Rewards, SRA, etc.)

For students with a greater need, we offer an afterschool program in grades 3-5. This includes but is not limited to Tier 2 and Tier 3 students. This program runs for two months and focuses on remediation in Reading, Writing and Math.

For our students with disabilities, we work to create the most inclusive environment. We offer a general education classroom at all grade levels that has inclusion with support facilitation. Through the data gathered through BPIE we are continuously assessing and improving our programs for students with disabilities.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

Medart will have an Afterschool Camp on Tuesdays and Wednesdays during the months of October through November. This will be for third, fourth and fifth grade students who have scored Level 1 or 2 on DEA (or very low Level 3). From January to March the program is open to all students who might benefit from extra instruction.

Strategy Rationale

Students will be provided with intensive reading and/or math interventions. The interventions provide an excellent opportunity for skills, strategies, and content knowledge to be taught to a small group of at-risk students. The opportunity presented can optimize the impact of a variety of validated instructional practices and techniques, such as direct instruction. The second session is open to all students, so that not only intervention but enrichment is also provided to students.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Dutton, Kim, kimberly.dutton@wcsb.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected using MySciLearn programs (FastForWord,) as well as STAR Math and Reading, Discovery Education, IXL, Study Island, Cold Read Assessments, Math mid-chapter and chapter test, phonics assessments, fluency test, and FOCUS.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Administrators meet annually with the teachers from Wakulla Education Center to discuss upcoming kindergarten students. A meeting is also held with parents of the WEC students to discuss registration requirements. Pre-K students from local programs visit kindergarten classrooms at Medart and tour the school with an administrator. Currently at Medart, we have 3 Pre- K classes on site. These students are included in many of our extra curricular activities, which will allow them a smoother transition. Coordination of services and discussions between administrators and teachers from local Pre-K programs make for a smooth transition to kindergarten for the students. At Open House, Kindergarten orientation is provided for parents and students. Teachers also have a parent night in the first month of school to share with parents strategies to help the students at home. During the spring transition, all ESE meetings for incoming students have a staff member from Medart present if the meeting is not held at Medart. This allows parents to feel confident that staff is aware of their child's needs.

To provide a smooth transition for the fifth grade students to sixth grade, the fifth grade teachers and the school guidance counselor coordinate with the middle school personnel. In May, the middle school hosts an orientation. The fifth grade teachers take a field trip with students to the middle school. The students are provided information about classes, clubs, and procedures. Then students from the middle school take the fifth graders on a tour of the school in small groups. This orientation is in addition to the orientation provided to parents by the middle school.

b. College and Career Readiness

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

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** When given the Florida Standards Mathematics Assessment, 60% of Medart Students in grades 3-5, will score proficient as measured by F.S.A. Data.
- G2.** When given the Florida English Language Arts Assessment, 60% of Medart students in grades 3-5 will score proficient as measured by F.S.A. data.
- G3.** When given the Florida Standards Assessment in E.L.A. and/or Mathematics Assessment, 60% of Medart Students will make learning gains as measured by the FSA data.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. When given the Florida Standards Mathematics Assessment, 60% of Medart Students in grades 3-5, will score proficient as measured by F.S.A. Data. 1a

G086192

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Students whose score from previous year decreased a level.
- Students who did not have learning gains as measured by FSA Data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math textbooks with technology features and manipulatives; IXL Computer Based Learning Program; MobyMax Computer Based Learning Program; Professional Development for implementing Florida Standards; District Math Plan, High Yeild routines, Kagan Strategies, Starfall, Think Central, Jumpstart Math, CPalms, Star Math Assessments, Leadership notebooks, Brain Pop, Discovery Education Assessments and Probes.

Plan to Monitor Progress Toward G1. 8

Students will be assessed using Discovery Education Assessment four times per year.

Person Responsible

Kim Dutton

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

DEA test records.

G2. When given the Florida English Language Arts Assessment, 60% of Medart students in grades 3-5 will score proficient as measured by F.S.A. data. 1a

G086193

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Students whose score from previous year decreased a level.
- Lack of student engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MySciLearn (Reading Assistant, FastForWord); Harcourt Journeys (anchor texts including the basal text, trade books, and Tier 2 and Tier 3 Intervention materials); Florida Center for Reading Research (FCRR) intervention activities; SRA; Daily Five; Kagan Structures; Leader in Me materials; ELA Interactive Read Aloud Lesson Plans provided by the district, Cold Read Assessments, Writing binders, Spelling City, Epic Program, Study Island, Phonics books, Leadership Notebooks, Moby Max Hear Builder,.

Plan to Monitor Progress Toward G2. 8

Analyze data; create watch lists and target groups for improvement

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Progress monitoring assessments (DEA, STAR)

G3. When given the Florida Standards Assessment in E.L.A. and/or Mathematics Assessment, 60% of Medart Students will make learning gains as measured by the FSA data. 1a

G086194

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	60.0
Students exhibiting two or more EWS indicators (Total)	0.08

Targeted Barriers to Achieving the Goal 3

- Attendance of students is a hindrance on education.
- We feel that student engagement is crucial to learning gains.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive rewards for attendance, R.T.I. for students with attendance problems in accordance to the District Attendance plan.

Plan to Monitor Progress Toward G3. 8

Individual, Classroom, and Grade-level data collection

Person Responsible

Kim Dutton

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Focus, Watchlist, Performance Matters, Cold Read Assessments. DEA, Star,

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. When given the Florida Standards Mathematics Assessment, 60% of Medart Students in grades 3-5, will score proficient as measured by F.S.A. Data. 1

G086192

G1.B1 Students whose score from previous year decreased a level. 2

B228969

G1.B1.S1 Focus on Florida Standards 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. 4

S241466

Strategy Rationale

Students will have greater understanding of math concepts if they are presented the material in multiple ways.

Action Step 1 5

Focus on Florida Standards learning targets; Grade-level representatives attended vertical training during the summer to focus on grade level expectations and Florida Standards these learning targets will be reviewed and implemented throughout the year.

Person Responsible

Kim Dutton

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

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

Action Step 2 5

Students will be given multiple opportunities to talk and write to explain problem-solving strategies. Teachers will focus on the process rather than the solution so that students gain stronger foundations and expanded vocabulary in math.

Person Responsible

Kim Dutton

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Math Notebooks, High Yield Routines, math scores on assessments and progress reports, observations

Action Step 3 5

Provide intensive interventions for academic at-risk students during the Mathematics block and during the after school program.

Person Responsible

Kim Dutton

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Attendance sheets, lesson plans, MTSS Data

Action Step 4 5

All teachers will use data to create target groups and watch lists in order to differentiate instruction as well as provide Multi-Tiered Systems of Support.

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Watch lists; progress-monitoring data; intervention calendars

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student focus on learning targets

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Learning targets will be clearly stated in lesson plans and student math notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Deeper understanding of problem solving mathematical operations

Person Responsible

Kim Dutton

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student data notebooks; math journals; test scores

G1.B2 Students who did not have learning gains as measured by FSA Data. 2

B228970

G1.B2.S1 Students will be given opportunities to use manipulatives, learning structures and cooperative group activities to model and explain problem solving. 4

S241467

Strategy Rationale

We feel that student engagement and differentiated learning will allow students to attain goals.

Action Step 1 5

Students will be given opportunities to use structures and cooperative group activities to model and explain problem solving.

Person Responsible

Kim Dutton

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans, observations

Action Step 2 5

Teachers will be trained to use structures and cooperative group activities to model problem solving and increase student engagement.

Person Responsible

Kim Dutton

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Faculty meeting sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observation of students using structures and cooperative group activities

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observation of students using structures and cooperative group activities

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans; classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review of Discovery Education progress monitoring assessments

Person Responsible

Kim Dutton

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Discovery Education Assessment data

G2. When given the Florida English Language Arts Assessment, 60% of Medart students in grades 3-5 will score proficient as measured by F.S.A. data. **1**

 G086193

G2.B1 Students whose score from previous year decreased a level. **2**

 B228971

G2.B1.S1 Analyze data to determine at-risk students in need of intensive remediation. Develop and implement differentiated instruction. Provide extra support to Tier II and Tier III students as designated by Multi-Tiered Systems of Support (MTSS) plans. **4**

 S241468

Strategy Rationale

Using data from multiple source allows us to target a specific need for each student. By individualizing the instruction we feel the student's needs will be met to increase academic growth.

Action Step 1 **5**

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

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans; watch lists; target groups, MTSS plans

Action Step 2 **5**

Provide intensive interventions for academic at-risk students during after school program

Person Responsible

Kim Dutton

Schedule

Weekly, from 10/4/2016 to 3/15/2017

Evidence of Completion

Attendance Records, FOCUS, Study Island, IXL

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom teachers will develop instructional groups based on data. Grade-level teams and/or Intervention Support Team will meet weekly to review data and develop MTSS plans.

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Grade level watch list; Practice with a purpose ability groups, MTSS plans; lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Progress Monitoring Assessments (Discovery Education, STAR, Intervention calendars)

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/11/2016 to 5/26/2017


Evidence of Completion

Intervention Calendars, data reports

G2.B2 Lack of student engagement. 2

 B228972

G2.B2.S1 Teachers will emphasize reading in the content areas using close interactive reading and "Hooks" within the English Language Arts block. Collaborative learning structures will be utilized and student activities will be engaging. Students will work in groups and set their own learning goals to increase ownership of their education. 4

 S241469

Strategy Rationale

If the student is engaged then their data improve.

Action Step 1 5

Teachers will use hooks to increase student interest and engagement.

Person Responsible

Kim Dutton

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Classroom observation; lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

collaborative learning structures

Person Responsible

Kim Dutton

Schedule

Every 6 Weeks, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans; classroom observation of student activity and/or product; anchor charts; collaborative structure training in faculty meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

collaborative learning structures

Person Responsible

Kim Dutton

Schedule

Every 6 Weeks, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student engagement and performance; test scores

G3. When given the Florida Standards Assessment in E.L.A. and/or Mathematics Assessment, 60% of Medart Students will make learning gains as measured by the FSA data. 1

G086194

G3.B1 Attendance of students is a hindrance on education. 2

B228973

G3.B1.S1 Weekly awards are given for attendance with the possibility of receiving a tangible award. There are also whole class attendance rewards. Students also have 4

S241470

Strategy Rationale

Student attendance will increase if students are motivated to come to school.

Action Step 1 5

Recognition for attendance.

Person Responsible

Kim Dutton

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Focus and teacher attendance sheet.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Students will receive recognition once a week during lunch.

Person Responsible

Michael Crouch

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Teacher attendance cards for the student names to be added to the drawing.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Increased attendance

Person Responsible

Kim Dutton

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Attendance records, progress monitoring assessments, data watch list and MTSS data.

G3.B1.S2 Each student that is present all five days of the week will be awarded with their name in a jar. Once the name is in the jar it can be drawn on Friday during lunch to be awarded the opportunity to play Plinko for a tangible prize on stage. 4

S241471

Strategy Rationale

Students sense a need and take initiative in their own education.

Action Step 1 5

Weekly attendance recognition.

Person Responsible

Michael Crouch

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Focus, weekly drawing

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Weekly attendance drawing will increase attendance.

Person Responsible

Michael Crouch

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Focus and weekly drawing

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Measure attendance for improvement

Person Responsible

Michael Crouch

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Focus Data

G3.B2 We feel that student engagement is crucial to learning gains. 2

 B228974

G3.B2.S1 Medart is implementing strategies to improve student engagement. Teachers will use a variety of strategies, such as Kagan, Daily Five, High Yield Routines, Leader in Me, Leadership notebooks, Practice with a Purpose, and technology. 4

 S241473

Strategy Rationale

If students are engaged the learning gains will increase.

Action Step 1 5

Implement Kagan Strategies in the classroom.

Person Responsible

Kim Dutton

Schedule

Daily, from 5/26/2017 to 5/26/2017

Evidence of Completion

Checklist, Lesson Plans, student work products.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom walk-throughs to monitor implementation.

Person Responsible

Kim Dutton

Schedule

Every 6 Weeks, from 8/11/2016 to 5/26/2017

Evidence of Completion

Checklist, lesson plans, and student work product.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student data will be monitored for effectiveness.

Person Responsible




















Kim Dutton

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G1.MA1  M321941	Students will be assessed using Discovery Education Assessment four times per year.	Dutton, Kim	8/11/2016	DEA test records.	5/26/2017 quarterly
G2.MA1  M321946	Analyze data; create watch lists and target groups for improvement	Dutton, Kim	8/11/2016	Progress monitoring assessments (DEA, STAR)	5/26/2017 weekly
G3.MA1  M321953	Individual, Classroom, and Grade-level data collection	Dutton, Kim	8/11/2016	Focus, Watchlist, Performance Matters, Cold Read Assessments. DEA, Star,	5/26/2017 quarterly
G1.B1.S1.MA1  M321936	Deeper understanding of problem solving mathematical operations	Dutton, Kim	8/11/2016	Student data notebooks; math journals; test scores	5/26/2017 daily
G1.B1.S1.MA1  M321937	Student focus on learning targets	Dutton, Kim	8/11/2016	Learning targets will be clearly stated in lesson plans and student math notebooks.	5/26/2017 weekly
G1.B1.S1.A1  A312476	Focus on Florida Standards learning targets; Grade-level representatives attended vertical...	Dutton, Kim	8/11/2016	Learning targets are clearly stated and posted in every classroom and in student data notebooks; Student-led conferences; Lesson plans	5/26/2017 daily
G1.B1.S1.A2  A312477	Students will be given multiple opportunities to talk and write to explain problem-solving...	Dutton, Kim	8/11/2016	Math Notebooks, High Yield Routines, math scores on assessments and progress reports, observations	5/26/2017 daily
G1.B1.S1.A3  A312478	Provide intensive interventions for academic at-risk students during the Mathematics block and...	Dutton, Kim	8/11/2016	Attendance sheets, lesson plans, MTSS Data	5/26/2017 daily
G1.B1.S1.A4  A312479	All teachers will use data to create target groups and watch lists in order to differentiate...	Dutton, Kim	8/11/2016	Watch lists; progress-monitoring data; intervention calendars	5/26/2017 weekly
G1.B2.S1.MA1  M321938	Review of Discovery Education progress monitoring assessments	Dutton, Kim	8/11/2016	Discovery Education Assessment data	5/26/2017 quarterly
G1.B2.S1.MA1  M321939	Observation of students using structures and cooperative group activities	Dutton, Kim	8/11/2016	Lesson plans; classroom observations	5/26/2017 weekly
G1.B2.S1.MA1  M321940	Observation of students using structures and cooperative group activities	Dutton, Kim	8/11/2016	Lesson plans; classroom observations	5/26/2017 weekly
G1.B2.S1.A1  A312480	Students will be given opportunities to use structures and cooperative group activities to model...	Dutton, Kim	8/11/2016	Lesson plans, observations	5/26/2017 daily
G1.B2.S1.A2  A312481	Teachers will be trained to use structures and cooperative group activities to model problem...	Dutton, Kim	8/11/2016	Faculty meeting sign in sheets	5/26/2017 monthly
G2.B1.S1.MA1  M321942	Progress Monitoring Assessments (Discovery Education, STAR, Intervention calendars)	Dutton, Kim	8/11/2016	Intervention Calendars, data reports	5/26/2017 weekly
G3.B1.S2.MA1  M321949	Measure attendance for improvement	Crouch, Michael	8/11/2016	Focus Data	5/26/2017 monthly
G2.B1.S1.A1  A312482	All teachers will use data to create target groups in order to differentiate instruction.	Dutton, Kim	8/11/2016	Lesson plans; watch lists; target groups, MTSS plans	5/26/2017 weekly
G3.B1.S2.A1  A312486	Weekly attendance recognition.	Crouch, Michael	8/11/2016	Focus, weekly drawing	5/26/2017 weekly
G2.B2.S1.MA1  M321944	collaborative learning structures	Dutton, Kim	8/11/2016	Student engagement and performance; test scores	5/26/2017 every-6-weeks

Wakulla - 0011 - Medart Elementary School - 2016-17 SIP
Medart Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M321945	collaborative learning structures	Dutton, Kim	8/11/2016	Lesson plans; classroom observation of student activity and/or product; anchor charts; collaborative structure training in faculty meetings.	5/26/2017 every-6-weeks
G2.B2.S1.A1 A312484	Teachers will use hooks to increase student interest and engagement.	Dutton, Kim	8/11/2016	Classroom observation; lesson plans	5/26/2017 daily
G3.B1.S1.MA1 M321947	Increased attendance	Dutton, Kim	8/11/2016	Attendance records, progress monitoring assessments, data watch list and MTSS data.	5/26/2017 quarterly
G3.B1.S1.MA1 M321948	Students will receive recognition once a week during lunch.	Crouch, Michael	8/11/2016	Teacher attendance cards for the student names to be added to the drawing.	5/26/2017 daily
G3.B1.S1.A1 A312485	Recognition for attendance.	Dutton, Kim	8/11/2016	Focus and teacher attendance sheet.	5/26/2017 weekly
G3.B2.S1.MA1 M321951	Student data will be monitored for effectiveness.	Dutton, Kim	8/11/2016		5/26/2017 monthly
G3.B2.S1.MA1 M321952	Classroom walk-throughs to monitor implementation.	Dutton, Kim	8/11/2016	Checklist, lesson plans, and student work product.	5/26/2017 every-6-weeks
G3.B1.S2.MA1 M321950	Weekly attendance drawing will increase attendance.	Crouch, Michael	8/11/2016	Focus and weekly drawing	5/26/2017 weekly
G2.B1.S1.MA1 M321943	Classroom teachers will develop instructional groups based on data. Grade-level teams and/or...	Dutton, Kim	8/11/2016	Grade level watch list; Practice with a purpose ability groups, MTSS plans; lesson plans	5/26/2017 weekly
G2.B1.S1.A2 A312483	Provide intensive interventions for academic at-risk students during after school program	Dutton, Kim	10/4/2016	Attendance Records, FOCUS, Study Island, IXL	3/15/2017 weekly
2017					
G3.B2.S1.A1 A312487	Implement Kagan Strategies in the classroom.	Dutton, Kim	5/26/2017	Checklist, Lesson Plans, student work products.	5/26/2017 daily

V. Professional Development Opportunities

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

G1. When given the Florida Standards Mathematics Assessment, 60% of Medart Students in grades 3-5, will score proficient as measured by F.S.A. Data.

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

G1.B1.S1 Focus on Florida Standards 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.

PD Opportunity 1

Focus on Florida Standards learning targets; Grade-level representatives attended vertical training during the summer to focus on grade level expectations and Florida Standards these learning targets will be reviewed and implemented throughout the year.

Facilitator

Sunny Chancey

Participants

Grade-level representatives from each school

Schedule

Daily, from 8/11/2016 to 5/26/2017

G1.B2 Students who did not have learning gains as measured by FSA Data.

G1.B2.S1 Students will be given opportunities to use manipulatives, learning structures and cooperative group activities to model and explain problem solving.

PD Opportunity 1

Teachers will be trained to use structures and cooperative group activities to model problem solving and increase student engagement.

Facilitator

Teachers who have attended Kagan training.

Participants

Faculty

Schedule

Monthly, from 8/11/2016 to 5/26/2017

G2. When given the Florida English Language Arts Assessment, 60% of Medart students in grades 3-5 will score proficient as measured by F.S.A. data.

G2.B2 Lack of student engagement.

G2.B2.S1 Teachers will emphasize reading in the content areas using close interactive reading and "Hooks" within the English Language Arts block. Collaborative learning structures will be utilized and student activities will be engaging. Students will work in groups and set their own learning goals to increase ownership of their education.

PD Opportunity 1

Teachers will use hooks to increase student interest and engagement.

Facilitator

Kim Dutton

Participants

Faculty and staff

Schedule

Daily, from 8/11/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Focus on Florida Standards learning targets; Grade-level representatives attended vertical training during the summer to focus on grade level expectations and Florida Standards these learning targets will be reviewed and implemented throughout the year.				\$0.00
2	G1.B1.S1.A2	Students will be given multiple opportunities to talk and write to explain problem-solving strategies. Teachers will focus on the process rather than the solution so that students gain stronger foundations and expanded vocabulary in math.				\$84.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		520-Textbooks	0011 - Medart Elementary School	Title I Part A		\$84.00
<i>Notes: Performance Coach Books for differentiated instruction.</i>						
3	G1.B1.S1.A3	Provide intensive interventions for academic at-risk students during the Mathematics block and during the after school program.				\$8,060.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0011 - Medart Elementary School	Title I Part A		\$8,060.00
<i>Notes: Afterschool camp for academic at-risk students</i>						
4	G1.B1.S1.A4	All teachers will use data to create target groups and watch lists in order to differentiate instruction as well as provide Multi-Tiered Systems of Support.				\$23,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0011 - Medart Elementary School			\$23,000.00
<i>Notes: Highly qualified teacher to assist in the classroom with interventions.</i>						
5	G1.B2.S1.A1	Students will be given opportunities to use structures and cooperative group activities to model and explain problem solving.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0011 - Medart Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: Kagan Structure materials</i>						
6	G1.B2.S1.A2	Teachers will be trained to use structures and cooperative group activities to model problem solving and increase student engagement.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Wakulla - 0011 - Medart Elementary School - 2016-17 SIP
Medart Elementary School

		510-Supplies	0011 - Medart Elementary School	Title I Part A		\$1,000.00
			<i>Notes: Supplies for classroom structure activities.</i>			
7	G2.B1.S1.A1	All teachers will use data to create target groups in order to differentiate instruction.				\$0.00
8	G2.B1.S1.A2	Provide intensive interventions for academic at-risk students during after school program				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		690-Computer Software	0011 - Medart Elementary School	Title I Part A		\$3,000.00
			<i>Notes: Study Island Computer Software</i>			
9	G2.B2.S1.A1	Teachers will use hooks to increase student interest and engagement.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0011 - Medart Elementary School	Title I Part A		\$400.00
			<i>Notes: Book Study</i>			
10	G3.B1.S1.A1	Recognition for attendance.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0011 - Medart Elementary School	Other		\$1,200.00
			<i>Notes: Data binders / related materials</i>			
11	G3.B1.S2.A1	Weekly attendance recognition.				\$120.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	0011 - Medart Elementary School	Title I Part A		\$30.00
			<i>Notes: Supplies for Plinko Board.</i>			
		510-Supplies	0011 - Medart Elementary School	Title I Part A		\$30.00
			<i>Notes: Supplies for Plinko Board.</i>			
		510-Supplies	0011 - Medart Elementary School	Title I Part A		\$30.00
			<i>Notes: Supplies for Plinko Board.</i>			
		510-Supplies	0011 - Medart Elementary School	Title I Part A		\$30.00
			<i>Notes: Supplies for Plinko Board.</i>			
12	G3.B2.S1.A1	Implement Kagan Strategies in the classroom.				\$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Wakulla - 0011 - Medart Elementary School - 2016-17 SIP
Medart Elementary School

		510-Supplies	0011 - Medart Elementary School	School Improvement Funds		\$2,100.00
			<i>Notes: Supplies to implement structures in the classrooms.</i>			
Total:						\$39,964.00