

The School District of Desoto

Memorial Elementary School



2016-17 Schoolwide Improvement Plan

Memorial Elementary School

851 E HICKORY ST, Arcadia, FL 34266

<http://mes.desotoschools.com/>

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 PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	F	D

**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 Desoto County School Board on 9/27/2016.

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>.

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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 Memorial Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Memorial Elementary School is to empower students to become life-long learners and leaders, while providing a safe, challenging, nurturing and positive educational environment.

b. Provide the school's vision statement.

It is our vision that Memorial Elementary provide a rigorous and relevant education for all students through ambitious instruction.

2. School Environment

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

At the beginning of the school year, each teacher conducts activities for children to introduce themselves to their classmates and share information about themselves. The teacher also participates and models by sharing information about themselves. Posters, writing samples, and drawings are displayed as reminders of the uniqueness of each individual. We believe that the development of positive relationships and rigorous instruction improves student achievement.

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

During the first week of school, administration meets with each grade level and reviews school-wide rules and expectations for how we act and how we treat each other. It is made clear that the rules and the expectations are the same for any school-sponsored activity. Each teacher takes the first week of school to review and to practice class rules and procedures. Anti-bullying techniques are reviewed. Students are informed about extra curricular activities in which they may participate such as safety patrol, chorus, runners club, Bully Busters, and art club.

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.

The code of student conduct outlines a set of rules and expectations along with a progressive set of consequences for inappropriate behavior. The emphasis is on keeping students on task and returning them to task should they stray. Each teacher has a classroom discipline plan that includes consequences of time out in class, time out in a partnering class, and time out with administration should the other two be unsuccessful. Prior to being escorted to an administrative time out, administration is to intervene to try to return the child to on-task behavior. Reportable discipline referrals are made in Skyward and processed through that record keeping program.

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.

The guidance counselor provides individual, small group, and large group counseling on an as needed basis throughout the year. She also implements an anti-bullying program to educate children about handling and reporting these types of situations. MES also has access to a social worker who

can make home visits and refer individuals or families to needed services.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

1. Attendance is recorded daily in Skyward Data storage. The Assistant Principal monitors attendance through monthly reports and graphs data for goal setting closely with the attendance clerk. Attendance letters are sent to families of students who demonstrate an attendance concern after 5 unexcused absences. Phone contact is made for students regardless of an excused or unexcused absence. The attendance concerns are shared with the school social worker and documentation is kept for referral to the attendance team for intervention.
2. The Assistant Principal monitors referrals and suspensions and reports discipline data to grade level teams. Careful attention is given to over/under identification of students considering gender, disability, and race.
3. Student achievement in ELA and Mathematics is collected through diagnostic and formative assessment. Students performing below grade level expectation are given opportunities for remediation.
4. Students scoring a level 1 on the statewide assessment are identified and provided additional instructional time and immediate, intensive intervention (iii) and given priority for remediation after school.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Intervention strategies have been put in place to improve the academic performance of students identified by the early warning systems. Some of these interventions include; Multi-Tiered System of Supports (MTSS) and our system developed through Skyward. Skyward provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Our School Attendance Clerk, Administration, School Social Worker and teachers contact parents via telephone or in-person conference after students are identified as having an attendance issue through Skyward. The

attendance team puts attendance interventions in place to assure the student attends school. If chronic absences persist, further steps are taken. Data Chats are the first step in this process and begins with teachers discussing the student during Data Chats. Teachers offer strategies and provide best practices to use with the students to increase performance. If the concerns persist, the student is referred and taken through the process of Tier 2 where further action is closely monitored and graphed. Interventions are put in place to help students achieve their goals. The team meets to discuss the effectiveness of given interventions, create a plan for each student and determine what level of supports a student needs to meet their goals.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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 (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304970>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Memorial Elementary School builds and sustains partnerships with local community through the use of a variety of school groups. Our School Advisory Council (SAC) meets monthly and is comprised of members of the school staff, parents, and community. Another way we build partnerships is through our local businesses and social organizations, like DeSoto Signs, RV Park Associations, Rotary, The Brew Crew, The Local Moose and Elks Lodge, The Local McDonald's, and Kiwanis. These local businesses are contacted and informed of specific needs the school has. If one of the groups or businesses supports the request, newspaper articles, photos, and letters of appreciation are used to help build a positive relationship with that organization and to maintain it over time. Our relationship with the local newspaper is a key component that assures positive and meaningful public relations for our other supporters. Memorial also collaborates with 4-H and Mosaic to implement Science related activities into the school. These activities correlate to the Science FCAT assessment for fifth graders, therefore increasing student achievement. All Faith's Food Bank provides food every Friday for the "Backpack for Kids Program." Walmart continuously donates requested items to Memorial throughout the school year.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
White, Tracey	Principal
Collier, Lorena	Instructional Coach
VonDach, Lisa	School Counselor
Johnson, Bryan	Assistant Principal
Hechevarria, Keyla	Dean
Rhea, Shannon	Other

b. Duties

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

Administration: (Principal, Assistant Principal, Dean)

Role: Leadership

Sets the vision for the problem solving process, provides the allocation of resources, supports program evaluation, monitors staff support and climate, and assures the fidelity of the implementation of the intervention plan.

Guidance Counselor:

Role: Coordinator, facilitator

Assists administration and staff in understanding the familial, cultural and community components of the student's response to instruction, learning and academic success, collaborates with teachers and others to track documentation and schedule students for MTSS Team meetings.

Instructional Coach:

Role: Facilitator, data analysis, instructional strategies expert, coaching

Helps select, design and implement the school's screening programs and dynamic assessments, participates in the design and delivery of professional development, supports colleagues through mentoring/coaching, collaborates with others to provide consistency in reinforcing skills, and provides a level of expertise on appropriate interventions for identified needs.

Teachers: (Core, ESE Inclusion, Full Time ESE, ESOL, Migrant)

Role: Identifier, implementer, analyzer

Initially identifies academic or behavioral problems needing to be addressed, helps analyze the data, develop an intervention plan, and implements the plan with fidelity, gathers and charts the data, presents the outcomes to the MTSS Team, assists in the interpretation of the effectiveness of the intervention plan.

Note: The school-based team is supported by the behavior specialist, school social worker, school psychologist, staffing specialist, and speech/language pathologist.

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.

Memorial's MTSS process is based upon a seven step problem solving model. Step one defines the problem. The problem must be identified in such a way that it is observable, specific, and can be quantified. Step two leads to the development of an assessment plan. Ideas are brainstormed to try to

identify possible reasons the problem is occurring. The process generates a hypothesis and assessment questions related to the problem. The third step is an analysis of the assessment plan identified in step two. In this step it is determined how the problem will be measured. In the fourth step a goal statement is generated. Specific descriptions of the change or changes expected in the student's academic outcomes or behaviors are written. Step five is where the intervention plan is written. The intervention(s) are based on best practices and research-based strategies proven to be effective. The implementation of the intervention plan is done in step 6. The resources in step 6 may include the core teacher, the behavior specialist, support personnel, guidance, and others. Other resources may include supplemental materials, manipulatives, leveled readers, schedule changes, extended day, and other interventions and strategies that may positively impact outcomes. Finally, in step 7, an analysis of the assessment plan is made. The MTSS team meets and makes a team decision on the effectiveness of the interventions by reviewing the data gathered and charted by the core teacher. Depending upon the analysis of the data, the plan is either continued or discontinued. The student may progress to a higher tier where further interventions are provided or the student may return to the core curriculum without further intervention.

Title I, Part A funds are used to provide services to students needing help in reading and math through the regular core program, after school academic offerings, summer institutes, and other instructional interventions during the regular school day. Title I, Part C funds provide a Migrant Advocate and a paraprofessional for instructional support to students. Title III funds an ESOL teacher and two paraprofessionals to provide instruction for the acquisition of English to students whose primary language is one other than English. They also support the instruction of the core teacher through the inclusion model. All of these funding sources are coordinated through the structure of the school's regular program. Teachers and paraprofessionals funded from these sources have access to the data produced by their students. Core teachers share their lesson plans with the inclusion teachers to ensure the instruction they are providing is relevant to what is happening in the core classroom.

Title II, Part A funds are used to provide professional development for faculty, staff, and administration targeted to meet the needs of the school as determined by the student performance data and stakeholder surveys. Title II Part D funds are used to support instructional technology through the purchase and repair of hardware and software and provide some professional development in the use of the technology to enhance student outcomes. The PD is all coordinated with the identified needs of the school.

Homeless, SAI, and Violence Prevention funds are all used in conjunction with the other entitlements listed above to provide additional instruction designed to supplement instructional strategies either after school or over the summer for students who are assured of adequate clothing, food, and shelter and of a safe schooling environment in which to receive these services.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rosa Stainbrook	Parent
Barbara Foster-Jackson	Parent
Elvia Valdovinos	Parent
Perla Barajas	Parent
Faviana Villafuerte	Parent
Karen Neads	Teacher
Tracey White	Principal
Mateo Noth	Student
Jose Gonzalez	Parent
Nariyana Primus	Student
Isabelle Zolkos	Student
Aida Schomburg	Teacher
Brenda Johnson	Business/Community
Jody South	Teacher
James South	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

Evaluation of last year's school improvement plan.

End of the year data is presented to SAC to use in their evaluation of the SIP from the previous year.

b. Development of this school improvement plan

A draft of the SIP is presented to the SAC for their review, input and ideas. The SAC also approves the SIP before its final submission

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

The budget plan will be reviewed by the SAC. An explanation of how the funds are to be spent will be provided and discussion of the best use of the discretionary funds as it relates to the new SIP will be held. It was discussed to continue needed professional development for teachers and the Writing Across the Curriculum Program.

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

The success of the SIP this year will again depend heavily upon the professional development of the staff. The SAC will be asked to support the expenditure of its allocation on professional development, workshops, registration fees, and travel for teachers to gain the knowledge and skills it will take to fully differentiate instruction, facilitate collaborative learning groups, and effectively use resources to enhance instruction.

SIP Funds for 2015-2016 year

Allocated: \$11,247.46

School Recognition Monies: \$3,926.20

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
Hechevarria, Keyla	Dean
White, Tracey	Principal
Johnson, Bryan	Assistant Principal
Collier, Lorena	Instructional Coach
VonDach, Lisa	School Counselor
Scott, Janet	Teacher, K-12
Morris, Emily	Teacher, K-12

b. Duties

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

The Memorial Literacy Leadership Team, also known as The PAWS Committee, promotes a love for reading by hosting school and community events. LLT meets monthly to discuss student achievement, diagnostic and progress monitoring data, instructional supports, literacy events, and family involvement. LLT is tracking schoolwide data of student progress in reading minutes/goals, instructional strategies, iReady assessment data, and parent involvement/participation in Family Literacy events. The LLT also hosts two additional school events, one in January as part of the Celebrate Literacy Week in Florida. Various activities take place throughout the week that promote literacy. The second event is held in March as part of Dr. Seuss's birthday and includes guest readers and other fun Dr. Seuss related activities.

D. Public and Collaborative Teaching

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

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

All grade level teachers have common planning time. Discussions are focused on effective instructional strategies that are working, curriculum being covered, assessments to be used, and assistance that may be needed. Frequent collaboration will lead to sharing more ideas and opening more classrooms as examples for others to model. When needs are identified through this process, specific PD is provided to help meet the needs. In addition, after school committees have been formed to include ESE, ESOL, and Special Area teachers. The school academic coach will host Data Team Meetings with each grade level team during their planning time once a month. Professional Learning Community (PLC) groups will meet monthly to learn/work together with a common thread of interest beginning in October.

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

Memorial's strategies to recruit and retain highly qualified, certified-in-field effective teachers is by hiring and maintaining employees based on certifications, degrees, and experience. Recruiting and maintaining highly qualified teachers is necessary for the efficient operation of the school. We advertise internally first for interests from existing staff that may want to change grade levels or look at a different position that is available. This procedure recruits and retains employees. Following the internal posting, is a post to the public. The Principal works with Human Resources to advertise open positions, screen applicants and schedule interviews. Perspective teachers are recruited through the district website, Teachers-Teachers.com, Heartland Educational Consortium website, and the State of Florida teacher recruitment website. The Principal participates in the Florida Teach-In for the purpose of meeting and recruiting prospective teachers to Memorial Elementary School. Once teachers join the MES faculty, quality professional development is coordinated through the Academic Coach and is provided through professional learning circles, book studies specifically designed to meet the needs of the individuals, and professional days set aside by the district each month. When teachers attend conferences away from the campus, they are expected to implement new strategies or programs they received training in and to present their new knowledge with other staff members. These activities help develop leadership within the faculty that create a professional environment conducive for the retention of high performing teachers. The district also offers a mentoring program to assist new teachers in the transition from college to the teaching profession or new to the county. Support is given throughout the first year of teaching through one to one mentoring with qualified teachers.

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

After an initial two day orientation, Memorial Elementary pairs up all new teachers with highly qualified teachers. Mentor teachers are selected based on their time employed and effectiveness in the classroom. Mentors provide support to new teachers through observations, providing feedback and general directions with day to day activities. They meet with their mentee at least once per week to discuss strategies for classroom management, teaching strategies and student progress. The mentees are also given an overview of the MTSS program and are given support from the ESE Staffing Specialist, Guidance Counselor and Academic Coach to ensure that MTSS plans are implemented and done with fidelity. The purpose of the mentoring program is to prepare new teachers to be successful educators. The mentoring program is supervised by Dr. Bryan Johnson, Assistant Principal.

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.

Memorial Elementary uses core instructional programs as established by the DeSoto County School District, revised district curriculum maps, ELA and Math pacing guides were derived directly from the Revised and Updated Florida Standards. Grade level meetings are held weekly to review the progress of each classroom toward the mastery of the standards. Schedules for progress checks are developed at the GLC meetings. Materials are reviewed by the GLC's and, in order to be used, must be research based and must be aligned with the new standards. Any materials that may be used as supplemental materials must be approved by the school site administrator and must be aligned to the Florida Standards .

****Administrators use a variety of tools to ensure the core programs are aligned with Florida Standards****

- Walk throughs

- Lesson plans
- Formal observations
- Team leader/GLC meetings
- Data Team Meetings

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.

All Memorial students in grades K through 5 take the iReady assessment three times a year as part of the district approved progress monitoring system. Data is analyzed per grade level, class, and individual students. Instruction is then differentiated and prescribed as needed per student or group of students based upon student need. I-Ready provides an individualized instructional path for students. Core instruction is delivered in whole group and then differentiated for small group instruction for ELA and Math. Any student who requires additional support to meet proficiency is provided with additional immediate intense instruction (iii) and given priority access to remedial programs. As part of the Multi Tiered Systems of support (MTSS) students who are identified as needing additional strategies are referred to the Response to Intervention Team (RTI) where additional individualized strategies and interventions are implemented and data is tracked.

Our school also uses:

- Standard Mastery Checks
- ESE inclusion support
- ESOL inclusion support
- Instructional Strategies Modeled by Academic Coach
- RTI Meetings
- Data Team Meetings
- Walk to Intervention
- Paraprofessional Assistance

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: 5,400

An after school tutoring program is being planned for MES. The program will provide both traditional tutoring for those in need as well as enrichment opportunities for third through fifth grade students when funding is released.

Strategy Rationale

We believe that through a combination of rigorous, explicit instruction and the direct application of the skills that are being taught to solve real world problems, students will be able to think more logically and apply the appropriate skill sets to problem solve better.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hechevarria, Keyla, keyla.hechevarria@desotoschools.com

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

Usage and progress reports will be collected from the computer-assisted instructional program iReady and analyzed for participating students. Student grades will be monitored to determine if there is a positive effect from the extended day program. Attendance and discipline reports will also used to determine the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 10,800

An additional 60 minutes per day of Intensive Reading Instruction has been added to the master schedule. This is in addition to the 90 minute ELA uninterrupted block of instruction.

Strategy Rationale

Additional, differentiated instruction targeting the 5 areas of reading development will result in higher student achievement in reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

White, Tracey, tracey.white@desotoschools.com

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

I-Ready reports are collected and analyzed regularly for progress.

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. Â§ 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.

Transition to Kindergarten - VPK programs are invited to bring perspective students to an orientation each Spring. The children are given a tour of the classrooms and other areas of our campus. The children get to experience the cafeteria, the playground areas, and the commons where they will be coming to school the next year. Incoming Kindergarten Students participate in Kindergarten Round-Up/ Orientation in May. During this Orientation they meet the Kindergarten Teachers and each Kindergarten student has an individual screening on basic Kindergarten skills. The two hour event invites parents and future Kindergarteners to come to the campus to meet the administration and the Kindergarten teachers. An orientation for parents is provided that includes tips on getting their children ready for the Kindergarten experience over the summer.

Transition Grades 5 to 6 -The fifth graders take a trip to the middle school every May to tour the school and receive an orientation.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. By the end of the 2016-2017 school year, Memorial Elementary will increase the percentage of proficient students in ELA from 56% to 58% according to i-Ready assessments (EOY view). We will increase the percentage of proficient students in Math from 58% to 60% according to i-Ready assessments (EOY view).

G2.

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. By the end of the 2016-2017 school year, Memorial Elementary will increase the percentage of proficient students in ELA from 56% to 58% according to i-Ready assessments (EOY view). We will increase the percentage of proficient students in Math from 58% to 60% according to i-Ready assessments (EOY view). 1a

G082508

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	58.0
Math Achievement District Assessment	60.0

Targeted Barriers to Achieving the Goal 3

- Time for Collaboration and Differentiation
- Alignment of instructional materials to the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative Planning
- Additional Supplemental Resources -iReady LAFS and MAFS, iReadyToolkit, CPALMS
- Technology
- Outside Trainers as well as school based experts in i-Ready training, Number Talks, Writing Across the Curriculum
- Standards Mastery Checks
- Pacing Guides
- Standards binders
- Thinking Maps
- AIMS
- i-Ready Inservice

Plan to Monitor Progress Toward G1. 8

iReady diagnostic data in the beginning, middle and end of the year as well as ongoing progress monitoring assessment.

Person Responsible

Lorena Collier

Schedule

Quarterly, from 8/22/2016 to 5/30/2017

Evidence of Completion

iReady data student growth reports

G2. 1a

G082509

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

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

 = Problem Solving Step  S123456 = Quick Key

G1. By the end of the 2016-2017 school year, Memorial Elementary will increase the percentage of proficient students in ELA from 56% to 58% according to i-Ready assessments (EOY view). We will increase the percentage of proficient students in Math from 58% to 60% according to i-Ready assessments (EOY view). 1

G082508

G1.B1 Time for Collaboration and Differentiation 2

B218442

G1.B1.S1 Implementation of Differentiated time grouping students according to skill need across grade level 4

S230732

Strategy Rationale

Focused instruction on specific skills as identified through iReady diagnostic data, 20 minutes per day of differentiated small group instruction in ELA with paraprofessional support. This will reduce group size, increase effective instruction, identify challenging skills areas allowing students additional practice to master skills in deficit areas and progress further.

Action Step 1 5

Data will be collected for AP1 i-Ready diagnostic assessment in order to group students based on their profile. This data will be used to differentiate small groups that will allow paraprofessionals to work with assigned students based on missing skill needs. The academic coach has pulled resources that will allow paraprofessionals to go into classrooms for twenty minutes daily to work on skills identified and to focus on targeted areas. Groups are fluid and when students master skills, they move on to the next skill based on their individual need. Groups will be readjusted after each diagnostic.

Person Responsible

Lorena Collier

Schedule

Daily, from 8/22/2016 to 5/30/2017

Evidence of Completion

Student progress monitoring data, lesson plans, observation, student growth reports

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

Student growth data through informal and formal assessments including district required assessments will be used to track student growth. Observation data during intervention time and lesson plans will document implementation

Person Responsible

Tracey White

Schedule

Weekly, from 9/19/2016 to 5/30/2017

Evidence of Completion

i-Ready data, i-Ready reports, student report cards grades, lesson plans, Observation/Walk-Thru data, district reports for monitoring.

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

By sharing students and instructing in skill deficit areas with a wider range of instructors the amount of small groups each teacher individually has to target will decrease and the amount of time spent on specific skill instruction will increase.

Person Responsible

Keyla Hechevarria


Schedule

Biweekly, from 9/19/2016 to 5/30/2017

Evidence of Completion

Lesson plans, student growth data on formal and informal assessments

G1.B1.S2 Provide professional development so that teachers are familiar and understand how to access and fully utilize the i-Ready toolkit and other related resources. 4

 S230733

Strategy Rationale

Being familiar with the components of the i-Ready workbooks and toolbox and which standards they address will allow teachers to select key pieces to maximize instruction.

Action Step 1 5

Academic Coach will provide Professional Development exploring various aspects of the i-Ready resources, unpacking of the Florida Plan standards and Meeting Data-Driven Goals.

Person Responsible

Lorena Collier

Schedule

Quarterly, from 10/31/2016 to 5/30/2017

Evidence of Completion

agendas and sign in sheets, training materials, standard mastery checks

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will attend Professional development and implement strategies and resources in their instruction provided through the trainings.

Person Responsible

Bryan Johnson

Schedule

Quarterly, from 8/5/2016 to 5/30/2017

Evidence of Completion

Walk-throughs, PD Forms, PLC Logs, Data Meeting Logs, Observations, Lesson Plans, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student growth in i-Ready ELA and Math as indicated in the goal.

Person Responsible

Lorena Collier

Schedule

Triannually, from 8/5/2016 to 5/30/2017


Evidence of Completion

I-Ready Beginning, Middle, and End of Year Reports

G1.B2 Alignment of instructional materials to the Florida Standards 2

 B218443

G1.B2.S1 * Professional Development during preschool planning days (Deepening Practice) * Ongoing Professional Development on Meeting Data-Driven Goals * In-service sessions, such AIMS, STEM, Writing Across the Curriculum, Number Talks 4

 S230734

Strategy Rationale

Teachers must have a clear understanding of how to align the Florida Standards to guide them in instructional planning.

Action Step 1 5

Teachers will be provided with in-service on Reading, Math, and Writing and how it aligns to the Florida Standards and Curriculum Guides develop Action Plans, and visit high performing classrooms throughout the school.

Person Responsible

Lorena Collier

Schedule

Quarterly, from 8/5/2016 to 5/30/2017

Evidence of Completion

PD forms, Weekly Agendas, minutes from meetings. sign in sheets, i-Ready Reports

Action Step 2 5

Writing Across the Curriculum Training

Person Responsible

Lorena Collier

Schedule

Quarterly, from 8/31/2016 to 5/30/2017

Evidence of Completion

Attendance Sheets, Samples of Student Work, Lesson Plans

Action Step 3 5

Number Talks Training

Person Responsible

Lorena Collier

Schedule

Quarterly, from 8/31/2016 to 5/30/2017

Evidence of Completion

Attendance Sheets, Samples of Student Work, Lesson Plans

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

The Principal will attend trainings, PLC's, GL Meetings, and other meetings and be a part of discussions and monitor the PD sessions.

Person Responsible

Tracey White

Schedule

Weekly, from 8/5/2016 to 5/30/2017

Evidence of Completion

PD Forms, PLC Logs, GLC Minutes, Agendas, and sign-in sheets

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

The Principal will attend PLC meetings, GLC meetings, In-Service or PD Sessions and monitor the PLC

Logs. In addition, the Principal will review lesson plans and conduct observations to be sure the Florida Standards are being taught.

Person Responsible

Tracey White













Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

PD Forms, PLC Logs, GLC minutes, Observations, Lesson Plans, sign-in sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1  M297214	The Principal will attend PLC meetings, GLC meetings, In-Service or PD Sessions and monitor the...	White, Tracey	8/15/2016	PD Forms, PLC Logs, GLC minutes, Observations, Lesson Plans, sign-in sheets	5/22/2017 weekly
G1.MA1  M297216	iReady diagnostic data in the beginning, middle and end of the year as well as ongoing progress...	Collier, Lorena	8/22/2016	iReady data student growth reports	5/30/2017 quarterly
G1.B1.S1.MA1  M297210	By sharing students and instructing in skill deficit areas with a wider range of instructors the...	Hechevarria, Keyla	9/19/2016	Lesson plans, student growth data on formal and informal assessments	5/30/2017 biweekly
G1.B1.S1.MA1  M297211	Student growth data through informal and formal assessments including district required assessments...	White, Tracey	9/19/2016	i-Ready data, i-Ready reports, student report cards grades, lesson plans, Observation/Walk-Thru data, district reports for monitoring.	5/30/2017 weekly
G1.B1.S1.A1  A294508	Data will be collected for AP1 i-Ready diagnostic assessment in order to group students based on...	Collier, Lorena	8/22/2016	Student progress monitoring data, lesson plans, observation, student growth reports	5/30/2017 daily
G1.B2.S1.MA1  M297215	The Principal will attend trainings, PLC's, GL Meetings, and other meetings and be a part of...	White, Tracey	8/5/2016	PD Forms, PLC Logs, GLC Minutes, Agendas, and sign-in sheets	5/30/2017 weekly
G1.B2.S1.A1  A294510	Teachers will be provided with in-service on Reading, Math, and Writing and how it aligns to the...	Collier, Lorena	8/5/2016	PD forms, Weekly Agendas, minutes from meetings. sign in sheets, i-Ready Reports	5/30/2017 quarterly
G1.B2.S1.A2  A294511	Writing Across the Curriculum Training	Collier, Lorena	8/31/2016	Attendance Sheets, Samples of Student Work, Lesson Plans	5/30/2017 quarterly
G1.B2.S1.A3  A294512	Number Talks Training	Collier, Lorena	8/31/2016	Attendance Sheets, Samples of Student Work, Lesson Plans	5/30/2017 quarterly
G1.B1.S2.MA1  M297212	Student growth in i-Ready ELA and Math as indicated in the goal.	Collier, Lorena	8/5/2016	I-Ready Beginning, Middle, and End of Year Reports	5/30/2017 triannually
G1.B1.S2.MA1  M297213	Teachers will attend Professional development and implement strategies and resources in their...	Johnson, Bryan	8/5/2016	Walk-throughs, PD Forms, PLC Logs, Data Meeting Logs, Observations, Lesson Plans, sign-in sheets	5/30/2017 quarterly
G1.B1.S2.A1  A294509	Academic Coach will provide Professional Development exploring various aspects of the i-Ready...	Collier, Lorena	10/31/2016	agendas and sign in sheets, training materials, standard mastery checks	5/30/2017 quarterly

V. Professional Development Opportunities

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

G1. By the end of the 2016-2017 school year, Memorial Elementary will increase the percentage of proficient students in ELA from 56% to 58% according to i-Ready assessments (EOY view). We will increase the percentage of proficient students in Math from 58% to 60% according to i-Ready assessments (EOY view).

G1.B1 Time for Collaboration and Differentiation

G1.B1.S1 Implementation of Differentiated time grouping students according to skill need across grade level

PD Opportunity 1

Data will be collected for AP1 i-Ready diagnostic assessment in order to group students based on their profile. This data will be used to differentiate small groups that will allow paraprofessionals to work with assigned students based on missing skill needs. The academic coach has pulled resources that will allow paraprofessionals to go into classrooms for twenty minutes daily to work on skills identified and to focus on targeted areas. Groups are fluid and when students master skills, they move on to the next skill based on their individual need. Groups will be readjusted after each diagnostic.

Facilitator

Kim Purcell

Participants

Teachers and Administrators

Schedule

Daily, from 8/22/2016 to 5/30/2017

G1.B1.S2 Provide professional development so that teachers are familiar and understand how to access and fully utilize the i-Ready toolkit and other related resources.

PD Opportunity 1

Academic Coach will provide Professional Development exploring various aspects of the i-Ready resources, unpacking of the Florida Plan standards and Meeting Data-Driven Goals.

Facilitator

Kim Purcell

Participants

Teachers and Administrators

Schedule

Quarterly, from 10/31/2016 to 5/30/2017

G1.B2 Alignment of instructional materials to the Florida Standards

G1.B2.S1 * Professional Development during preschool planning days (Deepening Practice) * Ongoing Professional Development on Meeting Data-Driven Goals * In-service sessions, such AIMS, STEM, Writing Across the Curriculum, Number Talks

PD Opportunity 1

Writing Across the Curriculum Training

Facilitator

Dr. Jennifer Bailey

Participants

Teachers and Administrators

Schedule

Quarterly, from 8/31/2016 to 5/30/2017

PD Opportunity 2

Number Talks Training

Facilitator

Randy Stowers

Participants

K-5 Teachers, administrators

Schedule

Quarterly, from 8/31/2016 to 5/30/2017

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	Data will be collected for AP1 i-Ready diagnostic assessment in order to group students based on their profile. This data will be used to differentiate small groups that will allow paraprofessionals to work with assigned students based on missing skill needs. The academic coach has pulled resources that will allow paraprofessionals to go into classrooms for twenty minutes daily to work on skills identified and to focus on targeted areas. Groups are fluid and when students master skills, they move on to the next skill based on their individual need. Groups will be readjusted after each diagnostic.	\$0.00
2	G1.B1.S2.A1	Academic Coach will provide Professional Development exploring various aspects of the i-Ready resources, unpacking of the Florida Plan standards and Meeting Data-Driven Goals.	\$0.00
3	G1.B2.S1.A1	Teachers will be provided with in-service on Reading, Math, and Writing and how it aligns to the Florida Standards and Curriculum Guides develop Action Plans, and visit high performing classrooms throughout the school.	\$0.00
4	G1.B2.S1.A2	Writing Across the Curriculum Training	\$0.00
5	G1.B2.S1.A3	Number Talks Training	\$0.00
Total:			\$0.00