

The School District of Desoto

# Memorial Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	73%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	F

*\*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 is pending approval by the Desoto County School Board.

### 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 that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Memorial Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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.

Memorial Elementary School (MES) follows a positive behavior support process that infuses character education. Teachers use positive behavior and reinforcement strategies in their classrooms and work closely with school administrators, instructional coaches, and the school counselor to reinforce respect for others and to build positive relationships within the school between teachers and students through team building activities that are infused in the classroom, during recess, and during fitness. Character education lessons are taught on a regular basis that emphasize respect for students' culture and differences. In addition, MES values school culture and classroom communities. Our professional development focuses on culturally responsive and relevant pedagogy and provides teachers with strategies for building student relationships. We incorporate culture building into daily lessons and leadership provides feedback to teachers to help improve classroom culture and ensure mutual respect. In addition, professional development focuses on positive teacher and student relationships as the foundation of creating a positive school environment. For example, teachers take time at the beginning of the year to gain a better understanding of their students' background both academically, culturally, and socially. This investigation bonds the teacher and student relationship and provides data the instructor is able to use to increase student achievement. Posters, writing samples, and drawings are displayed as reminders of the uniqueness of each individual. MES believes 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.

As part of Memorial Elementary School's (MES) schoolwide positive behavior support program all students know the school-wide and classroom expectations. Administration and instructional coaches are regularly visiting classrooms and ensuring classroom and school-wide procedures and expectations are being followed by all students throughout the school day. The school also works closely with the transportation department to ensure students are following safe practices and procedures on the bus before and after school.

MES creates an environment where students take ownership of their learning and responsibility for their actions. With high expectations, students are positively reinforced via teacher- student relationships and held accountable for their actions using a conflict-resolution model, Kelso's Choices and other strategies for resolving conflicts. Through the conflict-resolution and positive behavior support process, students are guided through owning and solving their own problems. Parents, staff and students are in communication and involved in positive reinforcement and problem solving where

students know they are cared for and respected. In addition, staff greets students multiple times as they arrive on campus as well as when they depart at the end of the day. Lastly, MES maintains an updated safety plan and routinely practices procedures for crisis situations. During the first weeks of school, administration meets with teachers during staff meetings and grade level meetings once a week and reviews school-wide rules and expectations for how students act and how students 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 also reviewed. Students are informed about special rewards and recognition, such as student of the month and about extra curricular activities in which they may participate such as safety patrol, chorus, 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.**

Memorial Elementary School (MES) follows a positive behavior support process that infuses character education. Teachers use positive behavior and reinforcement strategies in their classrooms and work closely with school administrators, instructional coaches, and the school counselor to reinforce respect for others and to build positive relationships within the school between teachers and students through team building activities that are infused in the classroom, during recess, and during fitness. Character education lessons are taught on a regular basis that reinforce respect and making positive behavior choices. MES uses a color coded behavior management clip chart school-wide in each classroom to further reinforce positive behavior. Professional development is provided on behavior strategies, school-wide and classroom behavior expectations, procedures and classroom management techniques that support a positive learning environment that minimizes distractions and increases student engagement and achievement. Students learn problem solving techniques and conflict-resolution strategies. Additionally, MES follows the behavior code of conduct expectations detailed in the School District of Desoto County Code of Conduct manual. The code of student conduct outlines a set of rules and expectations along with a progressive set of consequences for inappropriate behavior. Teachers are trained in using best practices such as Positive Discipline, Kelso's Choices, Sanford Harmony etc. approaches to building a safe and positive learning environment to ensure optimal learning opportunities for all students. 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, communication with parents and Tier 1, 2, or 3 MTSS strategies and supports as needed.

**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. Additionally, Memorial Elementary School employs the Multi-tiered System of Supports (MTSS) process that provides additional support for students needing assistance with academics or behaviors.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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



At Memorial Elementary School (MES) data is tracked, disaggregated and reviewed regularly to determine which students are showing early warning signs of needing assistance with our school MTSS process for behavior or academic concerns. This includes student assessment data, report card grades, attendance and behavior data review. Students needing additional academic or behavior support are offered additional assistance through MTSS and small group interventions. State assessment data along with regular progress monitoring with our district and weekly assessments are used to determine individual student needs. Other tools employed through our school MTSS process also work to determine individual student needs and offer support. MES uses the Problem Solving team model with the MTSS process that includes parent, teacher, administration, and other staff members as needed to assist with developing behavior and/or academic support plans and providing appropriate remediation. Attendance data is reviewed and appropriate steps are taken to encourage better attendance. There is also a schoolwide attendance program that recognizes students who have perfect attendance monthly and provides awards and incentives for student attendance and achievement. Attendance is recorded daily in the Skyward data system. Administration 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. Administration 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. Student achievement in ELA and Mathematics is collected and reviewed by administration, coaches and teachers through diagnostic, formative and summative assessments. Students performing below grade level expectation are provided remediation.

**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	11	19	18	21	8	11	0	0	0	0	0	0	0	88
One or more suspensions	0	4	3	19	17	10	0	0	0	0	0	0	0	53
Course failure in ELA or Math	0	22	20	67	24	19	0	0	0	0	0	0	0	152
Level 1 on statewide assessment	0	0	0	44	30	31	0	0	0	0	0	0	0	105

**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	105	101	140	93	71	0	0	0	0	0	0	0	510

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

Memorial Elementary School uses, diagnostic, formative and summative assessments to determine which areas students are meeting the standards and needing additional support. Students who are not making adequate progress receive additional supports in their classroom with small group interventions based on student needs and early warning system identification. Students needing more supports are placed in higher tiers of the Multi-Tiered System of Supports (MTSS) process and are provided additional interventions and support. A school attendance team meeting is held for students



with attendance issues to look for ways to improve student attendance and performance. Skyward is used to review 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 conduct in-person conferences 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. Students referred for Tier 2 or 3 interventions are closely monitored. Interventions are put in place to help students achieve their goals. The team meets to discuss the effectiveness of given interventions, creates a plan for each student and determines what level of supports a student needs to meet their goals.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

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

##### 2. Description

Research says that parent involvement has been found to have a positive effect on student achievement. Memorial has implemented several initiatives that encourage parent involvement: Cultural Event nights, Parent Resource Center, an updated school website, and a Facebook page. SAC/Boosters will continue to meet once a month. (The 2016-2017 PIP will be uploaded once approved by SAC on 9/12/16).

### 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, such as, DeSoto Signs, RV Park Associations, Rotary, Brew Crew, Moose and Elks Lodge, McDonald's, Walmart, Kiwanis and All Faith's Food Bank. Businesses are recognized for their support through our school and/or local newspaper, thank you letters and/or other notifications to the community to help foster a positive relationship and sustain partnerships. Memorial also collaborates with 4-H and Mosaic to implement science related activities correlated to Next Generation Sunshine State Standards and the Statewide Science Assessment. Support and donations from these and other local community partnerships also support our school attendance and achievement recognition initiatives to improve student attendance and increase student achievement.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Fowler, Jen	Other
Cothorn, Rebecca	Assistant Principal
Irby, Amanda	Principal
Wildt, Jeff	Teacher, K-12
Johnson, Teresa	Teacher, K-12
Burns, Ama	Teacher, K-12
Rowley, Judy	Teacher, K-12
Sudbury, Dawn	Teacher, K-12
Langford, Stephanie	Teacher, K-12
Martire, Danielle	Teacher, K-12
VonDach, Lisa	School Counselor

## 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)

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 and collaborates with teachers.

Instructional Coaches:

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 district behavior specialist, district MTSS coaches, 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 Elementary School (MES) implements the School District of Desoto County's three tiered MTSS process that is based on the state MTSS process. The key components of the MTSS process are:

- ◆High-quality instruction;
- ◆ Universal screening to identify students needing supplemental support (i-Ready);
- ◆ Multiple tiers of academic and behavioral support that are progressively more intensive;
- ◆ Evidence-based interventions matched to student need; and
- ◆ Ongoing progress monitoring of student performance in the response to intervention process.

MTSS is implemented utilizing a problem solving team approach. Members of the problem solving team can include the classroom teacher, administration, the behavior specialist, support personnel, guidance, and others. All students receive high quality instruction and support tailored to individual needs in Tier 1. For students needing more support, the MES problem-solving team develops a student intervention plan (SIP) and monitors progress in Tiers 2 and 3. Intervention(s) are provided based on best practices and research-based strategies proven to be effective. Resources used in the MTSS process in response to intervention programs may include supplemental materials, manipulatives, leveled readers, extended day, and other interventions and strategies that may positively impact outcomes. The MTSS problem solving team meets to review and make a team decision on the effectiveness of the interventions after interventions are implemented based on the SIP by reviewing the data gathered and charted by the core teacher. Depending upon the analysis of the data, the plan is either continued, revised or discontinued.

Title I, Part A funds are used to provide services to students needing help in reading and math through supplemental resources to support core instructional programs, 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 who make up our school ESOL team. The ESOL team supports the instruction of core teachers through the inclusion model and assists with helping students with limited English proficiency access academic content while simultaneously acquiring language proficiency. 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 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. PD is coordinated throughout the school year based upon 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 appropriate students identified as needing assistance.

## **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
Faviana Villafuerte	Parent
Karen Neads	Teacher
Isabelle Zolkos	Student
Aida Schomburg	Teacher
Jody South	Teacher
Jennifer Fowler	Principal
Rebecca Cothorn	Education Support Employee
Clarissa Primus	Teacher
Judy Rowley	Teacher
Marcia Gayle	Education Support Employee
Aiden Stainbrook	Student

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

The Memorial Elementary School SAC committee will meet to discuss, review, and approve the SIP at our annual Title 1 meeting and as needed throughout the school year. 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

The Memorial Elementary School SAC committee meets to discuss, review, and approve the SIP at our annual Title 1 meeting and as needed throughout the school year. Members of the MES School Improvement Team work together to create goals for the the SIP. 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.

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

### 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
Fowler, Jen	Principal
Cothorn, Rebecca	Assistant Principal
Irby, Amanda	Instructional Coach
Wildt, Jeff	Teacher, K-12
Langford, Stephanie	Teacher, K-12
Cail, Nora	Teacher, K-12
Kinzel, Sheila	Teacher, K-12
Hasselbring, Luke	Teacher, K-12
South, Jody	Teacher, K-12
Thomas, Devin	Teacher, K-12

#### b. Duties

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

The Literacy Leadership Team (LLT) team which includes administration, school instructional coaches and teachers reviews current literacy curriculum and instructional practices being implemented and ways to improve or ensure appropriate implementation of best teaching practices. Based on qualitative and quantitative student and teacher data and school needs, professional development and curricular resources to promote and improve language arts instruction and learning in the school is provided. The LLT will discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teacher's depth of knowledge as well as provide engaging activities for students including intervention and enrichment opportunities. An additional component of the LLT is the PAWS Committee, which promotes a love for reading by hosting school and community events. The LLT meets monthly to discuss student achievement, diagnostic and progress monitoring data, instructional supports, literacy events, and family involvement. The LLT tracks schoolwide data of student progress in reading minutes/goals, instructional strategies, iReady assessment data, and parent involvement/participation in Family Literacy events. The LLT hosts three school events, one in January as part of the Celebrate Literacy Week in Florida. The second event is at the end of the year to recognize students who met their reading goals.

#### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

##### **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. Teachers participate in professional development meetings as a school site, as well as weekly grade level meetings facilitated by our instructional coaches and administrative team. At these weekly and bi-weekly meetings teachers analyze data from FSA, i-Ready and other school assessments. Data is used to drive and inform instruction for the following week. Small group interventions are planned and implemented daily based on data review. During professional developments and meetings, instructional strategies, data analysis and best practices are primary areas

of focus. Working collaboratively, teachers analyze how individual students, subgroups, and their class as a whole performed on district-wide benchmarks and classroom common assessments. Teachers and leadership also use data reflection meetings to build positive working relationships and help one another to ensure student success across the school. In addition, after school committees have been formed to include ESE, ESOL, and Special Area teachers.

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

Memorial Elementary School recruits teachers via online recruitment methods. Teachers must pass state requirements to teach in Florida and at MES. During the hiring process, all teachers undergo an interview process including an online pre-screening process, interview and reference check. MES provides mentoring and/or professional development offered to new teachers through the district mentoring program. The district mentoring program assists new teachers with 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. In addition, we offer an internal pipeline of promotion to recruit and retain highly qualified teachers. Recruiting and maintaining highly qualified teachers is necessary for the efficient operation of the school. 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. Once teachers join the MES faculty, quality professional development is coordinated through the instructional coach and district training opportunities.

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

After an initial two day orientation during pre-school, 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 process and are given support from the ESE staffing specialist, guidance counselor and MTSS coaches 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. Rebecca Cothorn, 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 derived directly from the Florida Standards. Grade level meetings are held weekly and bi-weekly with school instructional coaches 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 school administration, the instructional coach and teachers and, in order to be used, must be research based and must be aligned with the new standards. Any materials being used must receive final approval from administration and must be aligned to the Florida Standards .



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

- Nationally reviewed and vetted sites for curriculum review
- Walkthroughs
- 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 i-Ready 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 remediation and intensive 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
- District and State assessment data
- Grade Level Common Assessment data
- ESE inclusion support
- ESOL inclusion support
- Instructional Strategies Modeled by instructional coaches and administration
- RTI Meetings
- Data Team Meetings
- 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**

Cothorn, Rebecca, rebecca.cothorn@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**

Irby, Amanda, amanda.irby@desoto.k12.fl.us

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

##### **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. Incoming Kindergarten Students participate in Kindergarten Round-Up/ Orientation in May. During this Orientation they meet Kindergarten Teachers and each Kindergarten student has an individual screening on basic Kindergarten skills. The two hour event invites parents and future Kindergartners to come to the campus to meet administration and 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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 2017-2018 school year, Memorial Elementary will increase the percentage of students making learning gains in ELA from 44% to 47% according to the FSA ELA assessment. We will increase the percentage of students making learning gains in Math from 60% to 63% according to the FSA Math assessment.

**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 2017-2018 school year, Memorial Elementary will increase the percentage of students making learning gains in ELA from 44% to 47% according to the FSA ELA assessment. We will increase the percentage of students making learning gains in Math from 60% to 63% according to the FSA Math assessment. 1a

G098544

#### Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	47.0
Math Achievement District Assessment	63.0

#### 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, Nationally reviewed and vetted curriculum sites
- Technology
- i-Ready training
- Standards Mastery Checks
- Pacing Guides
- Thinking Maps
- Curriculum Maps

#### Plan to Monitor Progress Toward G1. 8

FSA data review at the start of the year, i-Ready diagnostic data in the beginning, middle and end of the year, common school and grade level assessment data review throughout the school year

##### Person Responsible

Jen Fowler

##### Schedule

Quarterly, from 8/10/2017 to 5/24/2018

##### Evidence of Completion

FSA and iReady data student growth reports

G2. 1a

G098545

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 2017-2018 school year, Memorial Elementary will increase the percentage of students making learning gains in ELA from 44% to 47% according to the FSA ELA assessment. We will increase the percentage of students making learning gains in Math from 60% to 63% according to the FSA Math assessment. 1

 G098544

**G1.B1** Time for Collaboration and Differentiation 2

 B265113

**G1.B1.S1** Implementation of small group interventions based on regular data review and planning completed during weekly and bi-weekly grade level meetings with instructional coaches to drive and inform instruction. 4

 S281014

### Strategy Rationale

Focused instruction on specific skills as identified through i-Ready diagnostic data and other school and grade level common assessments, 60 minutes per day of differentiated small group instruction in ELA. 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 provide remediation and interventions. The instructional coach, teachers and administration pull resources that are used for 60 mins. of daily intervention. 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

Amanda Irby

### Schedule

Daily, from 8/21/2017 to 5/24/2018

### 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**

Jen Fowler

**Schedule**

Weekly, from 8/21/2017 to 5/24/2018

***Evidence of Completion***

i-Ready data, i-Ready reports, school and grade level common assessment data, 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

Student data will be reviewed and disaggregated, walkthroughs and observations will be conducted, lesson plans will be reviewed regularly

**Person Responsible**

Jen Fowler

**Schedule**

Weekly, from 8/21/2017 to 5/24/2018

***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 and assessments 4

 S281015

### **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

The instructional 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**

Amanda Irby

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **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**

Jen Fowler

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **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 FSA ELA and Math as indicated in the goal. i-Ready data will also be used.

### Person Responsible

Jen Fowler

### Schedule

Triannually, from 8/10/2017 to 5/24/2018

### Evidence of Completion

FSA ELA and Math assessments data i-Ready Beginning, Middle, and End of Year Reports

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

 B265114

**G1.B2.S1** \* Professional Development during preschool planning days \* Ongoing Professional Development on Meeting Data-Driven Goals \* In-service sessions based on student data and teacher needs 4

 S281016

### 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 best practices for Reading, Math, and Writing instruction and how to ensure instruction is aligned to the Florida Standards.

### Person Responsible

Amanda Irby

### Schedule

Quarterly, from 8/10/2017 to 5/24/2018

### Evidence of Completion

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

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

Administration will monitor and review PD, PLC's, and GLC Meetings.

**Person Responsible**

Jen Fowler

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

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

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

Administration will review and monitor PLC meetings, GLC meetings, In-Service or PD Sessions. Administration will also review lesson plans and conduct observations to be sure the Florida Standards are being taught using best practices to increase student achievement.

**Person Responsible**

Jen Fowler











**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M410738	FSA data review at the start of the year, i-Ready diagnostic data in the beginning, middle and end...	Fowler, Jen	8/10/2017	FSA and iReady data student growth reports	5/24/2018 quarterly
G1.B1.S1.MA1  M410732	Student data will be reviewed and disaggregated, walkthroughs and observations will be conducted,...	Fowler, Jen	8/21/2017	Lesson plans, student growth data on formal and informal assessments	5/24/2018 weekly
G1.B1.S1.MA1  M410733	Student growth data through informal and formal assessments including district required assessments...	Fowler, Jen	8/21/2017	i-Ready data, i-Ready reports, school and grade level common assessment data, student report cards grades, lesson plans, Observation/Walk-Thru data, district reports for monitoring.	5/24/2018 weekly
G1.B1.S1.A1  A378849	Data will be collected for AP1 i-Ready diagnostic assessment in order to group students based on...	Irby, Amanda	8/21/2017	Student progress monitoring data, lesson plans, observation, student growth reports	5/24/2018 daily
G1.B2.S1.MA1  M410736	Administration will review and monitor PLC meetings, GLC meetings, In-Service or PD Sessions....	Fowler, Jen	8/10/2017	PD Forms, PLC Logs, GLC minutes, Observations, Lesson Plans, sign-in sheets and handouts	5/24/2018 weekly
G1.B2.S1.MA1  M410737	Administration will monitor and review PD, PLC's, and GLC Meetings.	Fowler, Jen	8/10/2017	PD Forms, PLC Logs, GLC Minutes, Agendas, sign-in sheets and handouts	5/24/2018 weekly
G1.B2.S1.A1  A378851	Teachers will be provided with in-service on best practices for Reading, Math, and Writing...	Irby, Amanda	8/10/2017	PD forms, Weekly Agendas, minutes from meetings. sign in sheets, i-Ready Reports	5/24/2018 quarterly
G1.B1.S2.MA1  M410734	Student growth in FSA ELA and Math as indicated in the goal. i-Ready data will also be used.	Fowler, Jen	8/10/2017	FSA ELA and Math assessments data i-Ready Beginning, Middle, and End of Year Reports	5/24/2018 triannually
G1.B1.S2.MA1  M410735	Teachers will attend Professional development and implement strategies and resources in their...	Fowler, Jen	8/10/2017	Walk-throughs, PD Forms, PLC Logs, Data Meeting Logs, Observations, Lesson Plans, sign-in sheets	5/24/2018 quarterly
G1.B1.S2.A1  A378850	The instructional coach will provide Professional Development exploring various aspects of the...	Irby, Amanda	8/10/2017	agendas and sign in sheets, training materials, standard mastery checks	5/24/2018 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 2017-2018 school year, Memorial Elementary will increase the percentage of students making learning gains in ELA from 44% to 47% according to the FSA ELA assessment. We will increase the percentage of students making learning gains in Math from 60% to 63% according to the FSA Math assessment.

### **G1.B1** Time for Collaboration and Differentiation

**G1.B1.S1** Implementation of small group interventions based on regular data review and planning completed during weekly and bi-weekly grade level meetings with instructional coaches to drive and inform instruction.

#### **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 provide remediation and interventions. The instructional coach, teachers and administration pull resources that are used for 60 mins. of daily intervention. 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**

Amanda Irby

##### **Participants**

Teachers and Administrators

##### **Schedule**

Daily, from 8/21/2017 to 5/24/2018

**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 and assessments

#### **PD Opportunity 1**

The instructional 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**

Amanda Irby

##### **Participants**

Teachers and Administrators

##### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018



## **G1.B2** Alignment of instructional materials to the Florida Standards

**G1.B2.S1** \* Professional Development during preschool planning days \* Ongoing Professional Development on Meeting Data-Driven Goals \* In-service sessions based on student data and teacher needs

### **PD Opportunity 1**

Teachers will be provided with in-service on best practices for Reading, Math, and Writing instruction and how to ensure instruction is aligned to the Florida Standards.

#### **Facilitator**

Instructional Coach and Administration

#### **Participants**

Teachers

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

## 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 provide remediation and interventions. The instructional coach, teachers and administration pull resources that are used for 60 mins. of daily intervention. 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	The instructional 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 best practices for Reading, Math, and Writing instruction and how to ensure instruction is aligned to the Florida Standards.	\$0.00
Total:			\$0.00