



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Memorial Elementary School

851 E HICKORY ST

Arcadia, FL 34266

863-494-0755

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
82%

Alternative/ESE Center
No

Charter School
No

Minority Rate
73%

School Grades History

2013-14
F

2012-13
D

2011-12
C

2010-11
B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School

Memorial Elementary School

Principal

Dale Wolgast

School Advisory Council chair

Rosa Stainbrook

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

Name	Title
Tracey White	Assistant Principal
Carrie Fuller	Dean
Lisa VonDach	Guidance
Lorena Collier	Instructional Coach

District-Level Information

District

Desoto

Superintendent

Dr. Karyn Gary

Date of school board approval of SIP

10/8/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Chairperson of the SAC is Rosa Stainbrook and the Secretary is Lisa Gross. The full membership of the SAC consists of 16 people. 13 (81%) of the members are parents and 3 (19%) are school board employees (2 teachers and the school principal). 9 (56%) of the members are Hispanic, 6 (37%) are White, and 1 (7%) is/are Black.

Involvement of the SAC in the development of the SIP

The involvement of this particular SAC will be limited to the review and approval/disapproval of the SIP as presented to it. The current administration began on August 5 of this year. Future plans include the creation of the SAC prior to the end of this school year so as the summative data is received, members can be called in to review it and work with the school staff to create the 2014-2015 SIP. During the current year, budget allocations and expenditures will be shared with the SAC that are targeted to help meet the SIP goals and feedback will be sought from the SAC about those expenditures.

Activities of the SAC for the upcoming school year

During the year, the SAC will be involved in reviewing the formative evaluation data as it is received. The data will be reviewed to determine the progress toward accomplishing the school's goals. The SAC will provide feedback to help make any adjustments in strategies or in the goal itself that may be necessary to help improve student success. The SAC will be directly involved in the mid-year review of data reflecting the progress toward accomplishing the goals.

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

The success of the SIP this year will depend heavily on 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 math manipulates to enhance instruction. The allocation is this year is \$4,100.

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

In Compliance

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

Highly Qualified Staff

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

Administrators**# of administrators**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dale Wolgast

Principal

Years as Administrator: 27

Years at Current School: 0

Credentials

BS: Elementary Education

MS: Educational Leadership

Certification: K-6 Elementary, School Principal, ESOL Endorsed

Performance Record

Marathon High School/Middle School (combined): 1998-99

School Grade: C (no data available)

Marathon High School: 1999-2000

School Grade: C

Meeting High Standards: Rdg-16% M-52% W-93%

Marathon Middle School: 1999-2000

School Grade: B

Meeting High Standards: Rdg-53% M-80% W-97%

Memorial Elementary: 2000-01:

School Grade: C

Meeting High Standards: Rdg-49% M-38% W-83%

Memorial Elementary: 2001-02:

School Grade: C

Meeting High Standards: Rdg-49% M-48% W-66%

Learning Gains: Rdg-61% M-71%

Lowest Quartile Making Gains: Rdg-53%

Memorial Elementary: 2002-03:

Making AYP: No

School Grade: C

Meeting High Standards: Rdg-53% M-48% W-64%

Learning Gains: Rdg-64% M-64%

Lowest Quartile Making Gains: Rdg-52%

Memorial Elementary: 2003-04:

Making AYP: No

School Grade: C

Meeting High Standards: Rdg-60% M-43% W-64%

Learning Gains: Rdg-67% M-52%

Lowest Quartile Making Gains: Rdg-65%

Memorial Elementary: 2004-05:

Making AYP: No

School Grade: C

Meeting High Standards: Rdg-62% M-49% W-76%

Learning Gains: Rdg-66% M-64%

Lowest Quartile Making Gains: Rdg-55%

Memorial Elementary: 2005-06:

Making AYP: No

School Grade: C

Meeting High Standards: Rdg-63% M-49% W-69%

Learning Gains: Rdg-56% M-61%

Lowest Quartile Making Gains: Rdg-59%

North Wauchula Elementary: 2006-07

Making AYP: No

School Grade: A

Meeting High Standards: Rdg-72% M-73% W-93% Sci-41%

Learning Gains: Rdg-82% M-64%
 Lowest Quartile Making Gains: Rdg-73% M-65%
 North Wauchula Elementary: 2007-08
 Making AYP: Yes
 School Grade: A
 Meeting High Standards: Rdg-70% M-74% W-90% Sci-46%
 Learning Gains: Rdg-59% M-64%
 Lowest Quartile Making Gains: Rdg-56% M-73%
 North Wauchula Elementary: 2008-09
 Making AYP: No
 School Grade: A
 Meeting High Standards: Rdg-75% M-77% W-93% Sci-44%
 Learning Gains: Rdg-63% M-60%
 Lowest Quartile Making Gains: Rdg-64% M-63%
 North Wauchula Elementary: 2009-10
 Making AYP: No
 School Grade: C
 Meeting High Standards: Rdg-72% M-75% W-81% Sci-42%
 Learning Gains: Rdg-63% M-61%
 Lowest Quartile Making Gains: Rdg-50% M-49%
 North Wauchula Elementary: 2010-11
 Making AYP: No
 School Grade: C
 Meeting High Standards: Rdg-66% M-69% W-86% Sci-44%
 Learning Gains: Rdg-58% M-59%
 Lowest Quartile Making Gains: Rdg-50% M-58%
 North Wauchula Elementary: 2011-12 Note: Criteria changed for calculation of grades
 School Grade: D
 Meeting High Standards: Rdg-56% M-52% W-46% Sci-41%
 Learning Gains: Rdg-52% M-43%
 Lowest Quartile Making Gains: Rdg-41% M-31%

Tracey White

Asst Principal

Years as Administrator: 2

Years at Current School: 15

Credentials

Bachelors of Science in Elementary Education (Grades 1-6)
 Masters of Education in Educational Leadership (ALL Levels)
 English Speakers of Other Languages (ESOL) Endorsement

Performance Record

Memorial Elementary 2012-2013
 Reading Proficiency- 42%
 Math Proficiency- 39%
 Writing Proficiency- 35%
 Science Proficiency- 40%
 Lowest 25 Percentile Making Gains- Reading 71%, Math 39%
 % Making Gains (ALL Students) Reading- 65%, Math 50%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Lorena Collier**

Part-time / District-based

Years as Coach: 0

Years at Current School: 19

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

Bachelors Degree in Elementary Education

Masters Degree in Reading

ESOL Endorsed

Reading Endorsed

Performance Record

N/A

Classroom Teachers**# of classroom teachers**

56

receiving effective rating or higher

48, 86%

Highly Qualified Teachers

96%

certified in-field

55, 98%

ESOL endorsed

40, 71%

reading endorsed

6, 11%

with advanced degrees

10, 18%

National Board Certified

2, 4%

first-year teachers

6, 11%

with 1-5 years of experience

15, 27%

with 6-14 years of experience

15, 27%

with 15 or more years of experience

26, 46%

Education Paraprofessionals**# of paraprofessionals**

16

Highly Qualified

16, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Dale Wolgast, Principal, and Tracey White, Assistant Principal, will participate 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, PD 360, and professional days set aside by the district. When teachers attend conferences away from the campus, they are expected to implement new strategies or programs they left to see 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.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Memorial's mentoring program is supported by the DeSoto School District through its supplement offering to highly qualified, experienced teachers to be mentors to first year teachers as well as to experienced teachers who are new to the school. Every attempt is made to provide a one-to-one match to the greatest extent possible, but there are times when one mentor will be assigned to two mentees. Mentors must be highly qualified, have a minimum of three years of experience, and must have a proven record of producing strong student achievement scores in critical need areas. The pairings this year are:

Karen Neads (Mentor) and Karen McMillan (Mentee) Rationale: Ms. Neads is a highly qualified teacher who serves as the grade level chair and has years of successful experience in the Kg. grade level. Ms. McMillan is an experienced teacher new to MES in Kg.

Lois Heine (Mentor) and Jody South (Mentee) Rationale: Ms. Heine is a highly qualified second grade teacher

with years of successful experience in multiple grade levels. Ms. South is an experienced teacher new to MES who is teaching on Ms. Heine's team.

Heather Prevatt (Mentor) and Kimberly Medina (Mentee) Rationale: Ms. Prevatt is a highly qualified second grade teacher with years of successful experience in multiple grade levels. Ms. Medina is a second year teacher new to MES and teaching on Ms. Prevatt's team.

Janis Halstead-Poole (Mentor) and Michelle Fanning (Mentee) Rationale: Ms. Halstead-Poole is a highly qualified fifth grade teacher with years of successful experience in multiple grade levels including middle school. Ms. Fanning is a first year teacher with extensive experience working with young teens and pre-teens in the DJJ system and is on Ms. Halstead-Poole's team.

Shannon Rhea (Mentor), Michelle Doughty (Mentee) and Luke Jones (Mentee) Rationale: Ms. Doughty is new to MES and is a member of Ms. Rhea's 5th grade team. Ms. Rhea is an experienced 5th grade teacher with a behavioral background who is currently the grade level chair for the fifth grade team.

Mr. Jones is a first year music teacher. Ms. Rhea is assigned to him as his mentor not only because of her teaching background but because she has worked closely with the former music teacher for the past 10 years and co-sponsors the school's chorus. Ms. Rhea also has an extensive, professional music background as does Mr. Jones.

All new teachers go through a two day orientation with the district prior to teachers starting. They review policies, procedures, and district and school goals for the year. Activities at MES for the year include a book study with the whole group on Harry Wong's First Days of School. Mentors will meet with their mentee formally one-on-one at least once a month, but because they are members of the same teams, they meet as part of the group each week. In the case of Mr. Jones in music, he and Ms. Rhea check with each other regularly through the activities involved in setting up the chorus. All mentees will be participating in the professional development offerings through the school that include the RtI (MTSS) process, Guidance, Common Core, Differentiated Instruction, and more.

The mentoring program is supervised by Tracey White, A.P., Dale Wolgast, Principal, and Carrie Fuller, Dean.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

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

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 2. 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. Here is where the resources, both human and non-human are brought to bear. These resources 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.

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

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.

Academic 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.

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

Multiple progress monitoring and assessment tools are used to track the progress of students who are in the MTSS process. To track the data and fidelity of the interventions, the MTSS team has access to administrative reports from STAR, FAIR, Accelerated Reader, Compass Learning, Virtual Reading Coach and other computer assisted instructional programs. To track all the data, Performance Matters and PMRN are used. Even local benchmark outcomes are posted to these sites for easy access for monitoring. Gradebook is used to monitor class grades and the progress of students in the MTSS process through the curriculum.

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

Local benchmark outcomes are posted to Performance Matters for easy access to monitor student progress. Gradebook is used to monitor class grades and the progress of students through the curriculum in the MTSS process as they progress through the curriculum. Administrators use Principal Viewer to look at a variety of check points including behavior. Genesis tracks attendance and discipline as well as identifies any programs a student may participate in (for example ESOL).

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

Faculty and staff are trained by the Academic Coach, supported by the Dean, and, in the case of new teachers to the school, helped by the assigned mentors in the access and use of the various management programs mentioned above. The district's MIS and Instructional Technology Team provide

training and ongoing support in this same area. Parents will be taught through parent involvement activities how to access and use the single portal access so they can view their children's current grades, AR, STAR, FAIR, and other assessment results as well as keep in close contact with the teacher.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 5,400

A 21st Century grant provides funding for an after school program at Memorial. The program targets third, fourth and fifth grade students who need assistance in reading, math, or science or who are interested in enriching their academic skills. Strategies for the program include tutoring, explicit instruction in reading and math, the use of computer-assisted instruction, and project-based learning.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Usage and progress reports are collected from the computer-assisted instructional programs such as Compass Learning and tracked for growth. AR, STAR, FAIR, and benchmark data is collected and analyzed for participating students. Student grades are monitored to determine if there is a positive effect from the extended day program. Attendance and discipline reports are also used to determine the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

The Site Manager for the program is Memorial's Assistant Principal, Tracey White. She is responsible for the oversight of the program including data collection, monitoring, and supervision.

Literacy Leadership Team (LLT)

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

Name	Title
Dale Wolgast	Principal
Tracey White	Assistant Principal
Lorena Collier	Instructional Coach
Shannon Rhea	GLC/Teacher 5th Grade
Kelli Willard	GLC/Teacher 4t Grade

Name	Title
Kay Nott	GLC/Teacher 3rd Grade
Shirley Howell	GLC/Teacher 2nd Grade
Nora Cail	GLC/Teacher 1st Grade
Karen Neads	GLC/Teacher Kg
Carrie Fuller	Curriculum and Instruction (Dean)

How the school-based LLT functions

The LLT meets monthly and reviews the data from reports such as FAIR, AR, STAR, etc. that has been gathered that month. The Principal and the A.P.'s role is to provide the leadership for the team and to assure meetings are scheduled and agendas are set. The Academic Coach is responsible for the collection of the data and is supported by the C&I Dean. Each member of the team has the responsibility to analyze the data and determine strengths and weaknesses in the reading program. Discussions are held about strategies that need to be developed to overcome identified problem areas. Since each teaching member of the team is also the Grade Level Chair, they have the role of facilitator when they return to their teams to implement new strategies. The Principal, A.P, Dean, and Academic Coach provide supervision to ensure the strategies, based upon the data previously collected, are being implemented with fidelity.

Major initiatives of the LLT

Assist with the transition of the Common Core Standards in grades 3, 4, and 5.

Facilitate the role of the teacher in differentiated instruction and the RtI process.

Provide leadership in the development of and the standardization of curriculum maps for each grade level.

Provide support for the implementation of the new reading series adopted last year.

Every Teacher Contributes to Reading Instruction

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

Lesson plans are checked every week with the focus being on the planning for reading instruction. Regular walkthroughs are conducted and teachers are provided feedback on instructional strategies observed. The Academic Coach will provide professional development in and modeling for differentiated instruction and guided reading techniques. The LLT conducts regular reviews of data to identify specific needs that are shared with their teams. At their team meetings teachers collaboratively develop strategies that can lead toward better student outcomes. Teachers who have students involved with the MTSS process track progress in reading and that data is reviewed and discussed during MTSS Team meetings.

Preschool Transition

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

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

Toward the end of each year, the Early Childhood Center and the other preschools in our area schedule visits to Memorial's campus. The children are given a tour of the classrooms and other areas of our

campus. They get to experience the cafeteria, the playground areas, and the commons where they will be coming to school the next year. The adults who attend are provided with information about the curriculum and the expectations for learning. In May, a Kindergarten Round-Up is planned. This two hour event invites parents and future Kindergarteners to come to the campus to meet the administration and the teachers. An orientation for parents is provided that includes tips on getting their children ready for the Kindergarten experience over the summer.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	41%	No	59%
American Indian				
Asian				
Black/African American	47%	27%	No	52%
Hispanic	53%	39%	No	58%
White	56%	51%	No	60%
English language learners	45%	26%	No	51%
Students with disabilities	49%	11%	No	54%
Economically disadvantaged	52%	40%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	24%	50%
Students scoring at or above Achievement Level 4	76	18%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	278	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	303	71%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	63	39%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	39	25%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	19%	45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	42	34%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	37%	No	66%
American Indian				
Asian				
Black/African American	48%	24%	No	54%
Hispanic	63%	36%	No	66%
White	63%	45%	No	67%
English language learners	61%	28%	No	65%
Students with disabilities	49%	26%	No	54%
Economically disadvantaged	60%	36%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	24%	48%
Students scoring at or above Achievement Level 4	58	14%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	213	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	248	58%	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	27%	50%
Students scoring at or above Achievement Level 4	17	12%	24%

Florida Alternate Assessment (FAA)

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

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	92	10%	7%
Students retained, pursuant to s. 1008.25, F.S.	67	7%	5%
Students who are not proficient in reading by third grade	37	8%	5%
Students who receive two or more behavior referrals	30	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	54	47%	30%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Aida Schomburg, Parent Involvement Specialist, is made available through the district to work with each of the elementary school to enhance parent involvement. A parent involvement activity is offered each month for parents at particular grade levels or for parents of students with specific needs. The workshops provide ideas and materials parents can use at home to increase student success. The district writes and implements the Parent Involvement Plan. Memorial Elementary supports the activities by providing materials when needed, guest speakers if requested, and appropriate space for the activity.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
8 activities were provided with 162 parents attending.	162	17%	20%

Goals Summary

- G1.** At least 86% of students taking the FCAT will score proficient or above in reading by using strategies such as Marzano's high yield strategies, facilitation and collaboration, gradual release, and project-based learning.
- G2.** By routinely using analytical thinking and problem solving through a collaborative, hands on approach to math, at least 73% of those taking FCAT will score Level 3 or above.
- G3.**

Goals Detail

G1. At least 86% of students taking the FCAT will score proficient or above in reading by using strategies such as Marzano's high yield strategies, facilitation and collaboration, gradual release, and project-based learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- EWS - Elementary School

Resources Available to Support the Goal

- PLC's, Professional Development Early Release Days, PD 360, Common Planning Time, Academic Coach, Administrators, CPalms, OnCourse Curriculum maps, Title II funds (professional development), 21st Century Grant Funds.

Targeted Barriers to Achieving the Goal

- Key barriers inhibiting the implementation of effective instructional strategies are lack of knowledge regarding the most effective instructional practices, lack of consistent use of higher order questions as part of a lesson, a lack of rigor, and lack of data-driven instruction.

Plan to Monitor Progress Toward the Goal

Benchmark Testing

Person or Persons Responsible

Academic Coach, Core Teacher, and ESE Teachers

Target Dates or Schedule:

End of October, end of December, end of February

Evidence of Completion:

Benchmark scores will show increased student performance from at least 50% of the students taking the benchmarks between October and December, and 60% of the students taking the benchmarks between December and February

G2. By routinely using analytical thinking and problem solving through a collaborative, hands on approach to math, at least 73% of those taking FCAT will score Level 3 or above.

Targets Supported

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

Resources Available to Support the Goal

- STAR Math, Benchmark tests, Compass Learning, Cooperative Learning Models/Kagen, PD 360, PLC's, Title II funds for PD, Classroom Walk-throughs/Evaluations, Monitoring data, Rtl Interventions, C-Palms

Targeted Barriers to Achieving the Goal

- The development of facilitative teaching skills in order to allow students to justify and defend their answers and take ownership of their learning.

Plan to Monitor Progress Toward the Goal

Benchmark Testing

Person or Persons Responsible

Academic Coach, Core Teacher, and ESE Teachers

Target Dates or Schedule:

End of October, end of December, end of February

Evidence of Completion:

Benchmark scores will show increased student performance from at least 50% of the students taking the benchmarks between October and December, and 60% of the students taking the benchmarks between December and February

G3.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. At least 86% of students taking the FCAT will score proficient or above in reading by using strategies such as Marzano's high yield strategies, facilitation and collaboration, gradual release, and project-based learning.

G1.B1 Key barriers inhibiting the implementation of effective instructional strategies are lack of knowledge regarding the most effective instructional practices, lack of consistent use of higher order questions as part of a lesson, a lack of rigor, and lack of data-driven instruction.

G1.B1.S1 Provide professional development in how to plan for and use the gradual release model within a unit, the teacher as facilitator, Marzano's high yield strategies, and high order questioning techniques. Review lesson plans for existence of the gradual release steps. Target high order questioning techniques during walk throughs and provide specific feedback to the teacher. Hold data chats with teams and have teams hold chats with students.

Action Step 1

Workshop-style presentation with collaborative interaction to develop actual lesson plans.

Person or Persons Responsible

Carrie Fuller, Dean, C&I

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-in sheets, actual lesson plans produced as a result of the training.

Facilitator:

Carrie Fuller

Participants:

Core, ESE, and ESOL/Migrant Teachers.

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

Review of lesson plans and classroom walk-throughs.

Person or Persons Responsible

Dale Wolgast, Principal Tracey White, Assistant Principal Carrie Fuller, Dean, C&I Academic Coach (TBA)

Target Dates or Schedule

Every other week.

Evidence of Completion

OnCourse comments section will reflect specific comments made on each set of plans.
360Observation reports will reflect observation results.

Plan to Monitor Effectiveness of G1.B1.S1

Effective implementation of the strategy will result in an increase in student scores on the STAR.

Person or Persons Responsible

Academic Coach (TBA) and Core Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

STAR reports.

G2. By routinely using analytical thinking and problem solving through a collaborative, hands on approach to math, at least 73% of those taking FCAT will score Level 3 or above.

G2.B2 The development of facilitative teaching skills in order to allow students to justify and defend their answers and take ownership of their learning.

G2.B2.S1 Provide professional development on Facilitative Teaching/Collaborative Learning for all core and ESE teachers.

Action Step 1

Present training on facilitative teaching techniques and collaborative learning.

Person or Persons Responsible

Academic Coach (TBA) and Carrie Fuller, Dean C&I

Target Dates or Schedule

October 30, 2013

Evidence of Completion

Sign-in sheets, presenter's notes and resource lists.

Facilitator:

Carrie Fuller, Dean, C&I Academic Coach, Lorena Collier

Participants:

Core and ESE Teachers

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

Review of lesson plans and classroom walk throughs, and modeling by Coach

Person or Persons Responsible

Dale Wolgast, Principal Tracey White, AP Carrie Fuller, Dean, C&I Academic Coach, TBA

Target Dates or Schedule

Lesson plans, every other week. Classroom walk throughs weekly. Modeling weekly as scheduled

Evidence of Completion

OnCourse lesson plan comments section. 360 Observation Reports Coach's Log

Plan to Monitor Effectiveness of G2.B2.S1

Effective implementation of the strategy will result in an increase in student scores on the STAR Math assessment.

Person or Persons Responsible

Academic Coach (TBA) Core Teachers ESE Teachers

Target Dates or Schedule

At the end of each month.

Evidence of Completion

STAR math student progress reports.

Coordination and Integration

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

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

Title I, Part A funds 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 through the e-planner OnCourse 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. At least 86% of students taking the FCAT will score proficient or above in reading by using strategies such as Marzano's high yield strategies, facilitation and collaboration, gradual release, and project-based learning.

G1.B1 Key barriers inhibiting the implementation of effective instructional strategies are lack of knowledge regarding the most effective instructional practices, lack of consistent use of higher order questions as part of a lesson, a lack of rigor, and lack of data-driven instruction.

G1.B1.S1 Provide professional development in how to plan for and use the gradual release model within a unit, the teacher as facilitator, Marzano's high yield strategies, and high order questioning techniques. Review lesson plans for existence of the gradual release steps. Target high order questioning techniques during walk throughs and provide specific feedback to the teacher. Hold data chats with teams and have teams hold chats with students.

PD Opportunity 1

Workshop-style presentation with collaborative interaction to develop actual lesson plans.

Facilitator

Carrie Fuller

Participants

Core, ESE, and ESOL/Migrant Teachers.

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-in sheets, actual lesson plans produced as a result of the training.

G2. By routinely using analytical thinking and problem solving through a collaborative, hands on approach to math, at least 73% of those taking FCAT will score Level 3 or above.

G2.B2 The development of facilitative teaching skills in order to allow students to justify and defend their answers and take ownership of their learning.

G2.B2.S1 Provide professional development on Facilitative Teaching/Collaborative Learning for all core and ESE teachers.

PD Opportunity 1

Present training on facilitative teaching techniques and collaborative learning.

Facilitator

Carrie Fuller, Dean, C&I Academic Coach, Lorena Collier

Participants

Core and ESE Teachers

Target Dates or Schedule

October 30, 2013

Evidence of Completion

Sign-in sheets, presenter's notes and resource lists.

Appendix 2: Budget to Support School Improvement Goals