

The School District of Desoto

Memorial Elementary School



2018-19 Schoolwide Improvement Plan

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Memorial Elementary School

851 E HICKORY ST, Arcadia, FL 34266

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	D*

School Board Approval

This plan is pending approval by the Desoto County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Irby, Amanda	Principal
Golden, Jeffrey	Assistant Principal
Irby, Amanda	Principal
Burns, Ama	Teacher, K-12
Rowley, Judy	Teacher, K-12
Langford, Stephanie	Teacher, K-12
Martire, Danielle	Teacher, K-12
VonDach, Lisa	School Counselor
Cail, Nora	Teacher, K-12
Morris, Emily	Teacher, K-12

Duties

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

The following members serve at some capacity as a leader on campus. They will assist the principal and assistant principal with making school level decisions.

Early Warning Systems

Year 2017-18

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	32	31	24	27	18	21	0	0	0	0	0	0	0	153
One or more suspensions	8	4	3	23	12	6	0	0	0	0	0	0	0	56
Course failure in ELA or Math	20	35	47	83	40	34	0	0	0	0	0	0	0	259
Level 1 on statewide assessment	0	0	0	129	44	63	0	0	0	0	0	0	0	236
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	13	10	12	88	34	38	0	0	0	0	0	0	0	195

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	19	18	62	5	1	0	0	0	0	0	0	0	115
Retained Students: Previous Year(s)	0	8	9	50	2	0	0	0	0	0	0	0	0	69

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall in math we decreased in all areas from 2017. We decreased 5% in the Math Lowest 25th percentile.

Which data component showed the greatest decline from prior year?

The overall Math Lowest 25% showed the greatest decline of 5% percent from 2017.

Which data component had the biggest gap when compared to the state average?

The data component with the largest gap when compared to the state average was Science with a 22% difference.

Which data component showed the most improvement? Is this a trend?

The largest improvement can be seen in our Science scores with a 17% increase. Following with ELA learning gains of 7%.

Describe the actions or changes that led to the improvement in this area.

An intensive reading hour has been set from 7:50 am -8:50 am, Monday through Friday for grades K-5th. A paraprofessional is assigned to assist grade levels 3rd- 5th.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	36%	34%	56%	35%	35%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	51%	48%	55%	35%	40%	52%
ELA Lowest 25th Percentile	51%	49%	48%	27%	38%	46%
Math Achievement	43%	41%	62%	46%	41%	58%
Math Learning Gains	56%	49%	59%	49%	48%	58%
Math Lowest 25th Percentile	45%	45%	47%	34%	37%	46%
Science Achievement	33%	33%	55%	39%	32%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	32 (11)	31 (19)	24 (18)	27 (21)	18 (8)	21 (11)	153 (88)
One or more suspensions	8 (0)	4 (4)	3 (3)	23 (19)	12 (17)	6 (10)	56 (53)
Course failure in ELA or Math	20 (0)	35 (22)	47 (20)	83 (67)	40 (24)	34 (19)	259 (152)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	129 (44)	44 (30)	63 (31)	236 (105)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	29%	29%	0%	57%	-28%
	2017	30%	31%	-1%	58%	-28%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	44%	39%	5%	56%	-12%
	2017	41%	36%	5%	56%	-15%
Same Grade Comparison		3%				
Cohort Comparison		14%				
05	2018	33%	33%	0%	55%	-22%
	2017	21%	26%	-5%	53%	-32%
Same Grade Comparison		12%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	32%	-4%	62%	-34%
	2017	34%	37%	-3%	62%	-28%
Same Grade Comparison		-6%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	65%	51%	14%	62%	3%
	2017	68%	54%	14%	64%	4%
Same Grade Comparison		-3%				
Cohort Comparison		31%				
05	2018	42%	41%	1%	61%	-19%
	2017	38%	35%	3%	57%	-19%
Same Grade Comparison		4%				
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	31%	32%	-1%	55%	-24%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	45	55	20	32	21	13				
ELL	21	55	69	40	65	59	17				
BLK	33	37	25	34	57	38	24				
HSP	34	55	59	47	58	45	33				
MUL	27			45							
WHT	42	52	43	41	50	44	38				
FRL	35	50	46	43	56	44	30				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	38	31	30	50	33					
ELL	16	39	48	45	67	53					
BLK	25	40		34	52		15				
HSP	28	44	53	49	61	53	12				
MUL	8			15							
WHT	42	44	40	48	62	55	29				
FRL	27	43	49	42	59	51	13				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title FSA ELA/Math Learning Gains

Rationale In order for students to become college and career ready they must have the strategies needed in order to advance so that they become productive members of society.

Intended Outcome By the end of the 2018-2019 school year, Memorial Elementary will increase the percentage of students making learning gains in ELA from 51% to 56% according to the FSA ELA assessment. We will increase the percentage of students making learning gains in Math from 56% to 61% according to the FSA Math assessment.

Point Person Amanda Irby (amanda.irby@desotoschools.com)

Action Step

Description Teachers will meet in their PLC groups weekly to review data and discuss progress of students. School wide each day every class will have an intensive reading time of 60 minutes where students will be provided with strategies pertinent to their specific needs for development. Data will be collected through the assessment in order to assist with grouping students based on needs. This data will be used to provide remediation and interventions. Groups will remain fluid and when students master skills, they will then move on to the next skills based on their individual need. The groups will be readjusted after each diagnostic.

This school year Eureka Math will be utilized to assist teachers with providing rigorous instruction. Teachers will work during PLC's to collaborate on standards and to review data on STAR reports.

Person Responsible Amanda Irby (amanda.irby@desotoschools.com)

Plan to Monitor Effectiveness

Description Lesson plans will be constructed weekly and verified by administration. Administration will be using data from STAR to determine if targets are being met. Administration will also be reviewing groups established, report card grades. A data meeting will be requested with each teacher in October and March of the current school year.

Person Responsible Amanda Irby (amanda.irby@desotoschools.com)

Activity #2	
Title	3rd Grade Proficiency Scores
Rationale	Students must learn to read in order to become productive members of society.
Intended Outcome	By the end of the 2018-2019 school year, Memorial Elementary will increase their 3rd grade proficiency scores from 29% to 38% according to the FSA ELA assessment.
Point Person	Amanda Irby (amanda.irby@desotoschools.com)
Action Step	
Description	Core instructional programs and teacher expectations will be reviewed. Webinars have been supplied to teachers on how to use newly purchased curriculum. The third grade teachers will be assigned an intensive reading block of time where paraprofessionals will push in three days a week to assist. Teachers will ability group students based on reading levels during this time. Groups are fluid and when students master skills, they move on to the next skill based on their need. Administration will monitor student progress through STAR assessment scores and classroom grades
Person Responsible	Amanda Irby (amanda.irby@desotoschools.com)
Plan to Monitor Effectiveness	
Description	Administration will use Renaissance STAR and conduct walk-thus. Individual conferences will take place during a data meetings scheduled for October and March of this current school year.
Person Responsible	Amanda Irby (amanda.irby@desotoschools.com)

Activity #3	
Title	Attendance
Rationale	A child's attendance and tardy rate plays a role in the overall outcome of FSA scores. If students are continuous late each day or fail to come to school they are putting themselves in danger of not being able to master standards in the time frame given so that they will excel in the upper grades.
Intended Outcome	We currently have 153 students that fall short of being in attendance 90% or more. We would like to reduce this number by making adjustments to our schedules in the morning and providing incentive for those classes who have the best attendance each month.
Point Person	Jeffrey Golden (jeffrey.golden@desotoschools.com)
Action Step	
Description	We would like to decrease the number of absences and tardies by 30%. We will utilize the Suncoast Campaign activities to bring awareness to the situation. We will monitor monthly records and reward based off attendance records. School and class announcements will be made daily in regards. Awards will be provided to students for their efforts. We have also opened the gates at 6:50 am to assist parents with getting to school on time each day. We have two parent drop off lines available for parents to access in the morning.
Person Responsible	Jeffrey Golden (jeffrey.golden@desotoschools.com)
Plan to Monitor Effectiveness	
Description	We will monitor daily through the attendance records in Skyward.
Person Responsible	Jeffrey Golden (jeffrey.golden@desotoschools.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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: Reading Camp Night, Parent Resource Center, an updated school website, and a Facebook page. SAC/Boosters will continue to meet once a month. (The 2018-19 PIP will be uploaded once approved by SAC on 9/11/18).

PFEP Link

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

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.

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

This year we now have VPK students enrolled at MES. We believe there will be an easier transition to Kindergarten next year. Transition to Kindergarten - VPK programs are also 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. 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 5th to 6th -The fifth graders take a trip to the middle school every May to tour the school and receive an orientation at DeSoto Middle School.

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 through STAR Renaissance.
- ◆ 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.

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 two paraprofessionals and an ESOL coach 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

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.

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

Part V: Budget

Total:

\$0.00