

The School Board of Highlands County

Memorial Elementary School



2022-23 Schoolwide Improvement Plan

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Memorial Elementary School

867 MEMORIAL DR, Avon Park, FL 33825

<http://www.highlands.k12.fl.us/~mes/>

Demographics

Principal: Sullyann Hinkle

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: C (53%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>70%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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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. 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.

"Memorial Elementary, together with parents, students, and community, will provide opportunities that prepare all students to be responsible and productive citizens."

Provide the school's vision statement.

"Empowering today's children to become tomorrow's leaders."

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hinkle, Sullyann	Principal	The principal's duties and responsibilities include overseeing and leading professional development (based on student data), stocktake teams and committees. Upon completion of these meetings, the principal is responsible for providing resources and assistance as needed to support decisions made by the teams. The principal will be actively involved in PLC meetings and highly effective lesson plan meetings, templates, and data chat discussions. Follow-up, walk throughs, and feedback will be provided to teachers. Support will be offered to teachers on an as-needed basis.
Miller, Joshua	Assistant Principal	The assistant principal's duties and responsibilities include leading the staff through the stocktake process. The assistant principal will ensure follow-up from stocktake meetings, to the principal, as well as the stocktake leads. The assistant principal will be actively involved in PLC meetings and highly effective lesson plan meetings, templates, and data chat discussions. Follow-up, walk throughs, and feedback will be provided to teachers. Support will be offered to teachers on an as-needed basis.
Kramer, Katina	Math Coach	Collaborate with colleagues to ensure that all voices are heard when in stocktake meetings. Lead, organize, and implement strategies to increase the stocktake goal. Review school mission, vision, and goals; ensuring that all staff are aware of and contributing to them. Follow up with stocktake leadership team to evaluate, assess, and support all stocktake goals.
Franza, Sara	Reading Coach	Collaborate with colleagues to ensure that all voices are heard when in stocktake meetings. Lead, organize, and implement strategies to increase the stocktake goal. Review school mission, vision, and goals; ensuring that all staff are aware of and contributing to them. Follow up with stocktake leadership team to evaluate, assess, and support all stocktake goals.
Hoffner, Kyle	Dean	Collaborate with colleagues to ensure that all voices are heard when in stocktake meetings. Lead, organize, and implement strategies to increase the stocktake goal. Review school mission, vision, and goals; ensuring that all staff are aware of and contributing to them. Follow up with stocktake leadership team to evaluate, assess, and support all stocktake goals.
Wright, Nola	School Counselor	Collaborate with colleagues to ensure that all voices are heard when in stocktake meetings. Lead, organize, and implement strategies to increase the stocktake goal. Review school mission, vision, and goals; ensuring that all staff are aware of and contributing to them. Follow up with stocktake leadership team to evaluate, assess, and support all stocktake goals.

Demographic Information

Principal start date

Friday 7/1/2022, Sullyann Hinkle

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

515

Identify the number of instructional staff who left the school during the 2021-22 school year.

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	91	73	89	75	95	0	0	0	0	0	0	0	515
Attendance below 90 percent	28	19	26	25	25	27	0	0	0	0	0	0	0	150
One or more suspensions	8	6	9	12	6	7	0	0	0	0	0	0	0	48
Course failure in ELA	18	8	0	7	2	4	0	0	0	0	0	0	0	39
Course failure in Math	11	3	0	4	9	8	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	30	31	34	0	0	0	0	0	0	0	95
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	22	35	0	0	0	0	0	0	0	70
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	8	2	5	10	19	25	0	0	0	0	0	0	0	69

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	10	7	0	5	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Saturday 8/20/2022

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
Number of students enrolled	98	93	71	93	79	95	0	0	0	0	0	0	0	529
Attendance below 90 percent	26	23	22	25	24	24	0	0	0	0	0	0	0	144
One or more suspensions	0	6	0	4	0	1	0	0	0	0	0	0	0	11
Course failure in ELA	3	6	3	2	1	7	0	0	0	0	0	0	0	22
Course failure in Math	3	2	0	0	1	7	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	40	19	37	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	39	20	19	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	9	9	4	8	33	39	0	0	0	0	0	0	0	102

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	20	18	1	6	0	0	0	0	0	0	0	0	0	45
Students retained two or more times	0	1	1	0	0	3	0	0	0	0	0	0	0	5

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	
Number of students enrolled	98	93	71	93	79	95	0	0	0	0	0	0	0	529
Attendance below 90 percent	26	23	22	25	24	24	0	0	0	0	0	0	0	144
One or more suspensions	0	6	0	4	0	1	0	0	0	0	0	0	0	11
Course failure in ELA	3	6	3	2	1	7	0	0	0	0	0	0	0	22
Course failure in Math	3	2	0	0	1	7	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	40	19	37	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	39	20	19	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	9	4	8	33	39	0	0	0	0	0	0	0	102

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	20	18	1	6	0	0	0	0	0	0	0	0	0	45
Students retained two or more times	0	1	1	0	0	3	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	47%	56%				44%	50%	57%
ELA Learning Gains	52%						52%	54%	58%
ELA Lowest 25th Percentile	53%						64%	49%	53%
Math Achievement	47%	44%	50%				56%	57%	63%
Math Learning Gains	59%						64%	57%	62%
Math Lowest 25th Percentile	48%						51%	44%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	44%	52%	59%				41%	45%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	50%	-7%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	48%	49%	-1%	58%	-10%
Cohort Comparison		-43%				
05	2022					
	2019	38%	45%	-7%	56%	-18%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	56%	-1%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	54%	60%	-6%	64%	-10%
Cohort Comparison		-55%				
05	2022					
	2019	61%	49%	12%	60%	1%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	43%	-5%	53%	-15%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	38	40	10	42	47	6				
ELL	35	56		50	44		45				
BLK	18	49	60	21	42	50	25				
HSP	41	56	55	48	54	41	44				
MUL	13	18		50	64						
WHT	55	59		68	80		56				
FRL	32	48	51	42	57	49	36				
2021 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 2019-20	C & C Accel 2019-20
SWD	11	20	21	18	15	20	8				
ELL	27	21		36	21		36				
BLK	24	36	58	21	41		17				
HSP	40	50	33	44	43	27	43				
MUL	29			43							
WHT	59	64		67	57		58				
FRL	37	41	45	37	41	50	32				
2019 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 2017-18	C & C Accel 2017-18
SWD	17	49	62	27	56	56	22				
ELL	21	70	90	38	73	63					
BLK	27	38	53	37	53	47	21				
HSP	40	57	68	52	68	56	41				
MUL	33	36		67	73						
WHT	63	57	64	71	66		66				
FRL	40	49	62	51	62	50	36				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

A trend in FSA data, students with disabilities (SWD) have shown little proficiency in ELA, math and science. In the 2022 FSA, SWD had 12% proficiency in ELA and 10% proficiency in math, and 6% proficiency in science. African American students have also shown a decrease in proficiency. 18% proficiency in ELA and , 21% proficiency in math, and, 25% proficiency in science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022 FSA data, SWD and African American students demonstrate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement are gaps between curriculum expectations and students' academic abilities. While the focus is Tier 1 instruction to provide on grade level instruction to all students, there is additional time dedicated to provide interventions based on current formative and assessment data.

Another contributing factor is attendance. Students continue to miss important instructional time due to absenteeism. Parent contact is made when students are absent after a couple of days.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement based off of progress monitoring and 2022 state assessments were math learning gains with SWD and math learning gains.

In 2021 SWD bottom 25% scored: 20%

In 2022 SWD bottom 25% scored: 47%

Another area of of improvement based on 2022 state assessment were ELA bottom 25%.

In 2021 ELA bottom 25% scored: 44%

In 2022 ELA bottom 25% scored: 53%

What were the contributing factors to this improvement? What new actions did your school take in this area?

In math, 3-5th grade levels had math WIN time had a data check based on the standards. Teachers remediated based on student performance on standards check. These standard checks occurred weekly and student remediation groups changed based on performance on standards checks.

What strategies will need to be implemented in order to accelerate learning?

Within the math block, teachers will provide Tiered interventions to support students who have not mastered the skills or lessons that have been taught. Teachers will pull small groups to reteach lessons and IXL/Redbird will be utilized to assess student learning. After school tutoring to close learning gaps. Standards checks and spiral reviews will be utilized to determine mastery of standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the contributing factors and strategies to accelerate learning, we will provide Professional Development (PD) for the staff to support student learning based on grade level and school data. The PDs will include how to develop and plan highly effective lessons that incorporate specific models in ELA and math, planning lessons based on student data, PD to train primary teachers to use Heggerty curriculum, wordless word problems.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continued Stocktake meetings to review math data, weekly PLCs to plan and review student performance, professional development based on Progress Monitoring results, after school tutoring for students who are not proficient.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on FSA data as well as other assessments, it was determined that our Core, Tier 1 instruction, needs improvement in ELA.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By improving and monitoring, Tier 1 instruction, ELA proficiency in 3rd, 4th and 5th grades will increase by 12% from 38% to 50%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Twice weekly, the teachers meet with their teams to create the lessons and review the data. The coaches and the teachers collaborate to determine the most effective instruction. Each month, a teacher from each grade level will meet and be a part of the ELA stocktake team. This group will evaluate explicit instruction, using the IPG and the effective lesson plan template that was created in PLC. The team will discuss and share strategies to improve. Each month the team will reassess and develop ways to improve.

Person responsible for monitoring outcome:

Sara Franza (franzas@highlands.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Implement high quality instructional materials (Amplify CKLA-FL) in every classroom with fidelity to strengthen core instruction. Weekly PLC's in ELA to assist teachers with the planning, delivery and monitoring of core instruction (models of effective instruction). CRI-PD for 2nd and 3rd grade teachers. Incorporate explicit and systematic supplemental instruction in the areas of phonics, fluency and vocabulary beyond the 90 minute reading block utilizing 95% group Blueprint for Intervention and district developed fluency support guides.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on data and observations, our Tier 1 instruction is not healthy. By implementing the IPG and reviewing the data monthly, our Core Tier 1 instruction will improve.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- An effective lesson plan template was created and shared with teachers.
- Teachers meet weekly to create a lesson using the effective lesson plan template.
- Teachers meet weekly to discuss the strengths and weaknesses of the lesson and review data.
- Teachers meet monthly with stocktake teams to review data on a school wide basis.
- Next steps are discussed and determined.
- SWD students in the bottom 25% will receive explicit, targeted instruction in a small group setting with a support facilitator, in addition to targeted support in the classroom.
- ELL students in the bottom 25% will receive explicit, targeted instruction in a small group setting with the

ESOL para, in addition to targeted support in the classroom.

African American and Hispanic students in the bottom 25% will receive explicit, targeted instruction in WIN groups, in addition to targeted support.

Support facilitators will work closely with teachers to ensure that all subgroup needs are being met.

Person Responsible

Sara Franza (franzas@highlands.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2021 FSA data, it was determine that our Core, Tier 1 instruction in math is not healthy.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By improving and monitoring, Tier 1 instruction, math proficiency in 3rd, 4th and 5th grades will increase by 3% from 47% to 50%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Each month, a teacher from each grade level will meet and be a part of the Math stocktake team. This group will evaluate explicit instruction, using the IPG. The team will discuss and share strategies to improve. Each month the team will reassess and develop ways to improve.

Person responsible for monitoring outcome:

Katina Kramer (kramer@highlands.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The strategy used will be the Instructional Practice Guide, focusing specifically on Core Action 2: Explicit Instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on data and observations, our Tier 1 instruction is not healthy. By implementing the IPG and reviewing the data monthly, our Core Tier 1 instruction will improve.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

An effective lesson plan template was created and shared with teachers.

Teachers meet weekly to create a lesson using the effective lesson plan template.

Teachers meet weekly to discuss the strengths and weaknesses of the lesson and review data.

Teachers meet monthly with stocktake teams to review data on a school wide basis.

Next steps are discussed and determined.

SWD students in the bottom 25% will receive explicit, targeted instruction in a small group setting with a support facilitator, in addition to targeted support in the classroom.

ELL students in the bottom 25% will receive explicit, targeted instruction in a small group setting with the ESOL para, in addition to targeted support in the classroom.

African American in the bottom 25% will receive explicit, targeted instruction in WIN groups, in addition to targeted support.

MTSS coach will pull a group in the bottom 25% to provide additional support as well as attend PLC's to ensure that explicit, instruction is planned.

Person Responsible

Katina Kramer (kramer@highlands.k12.fl.us)

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Each month, a teacher from each grade level will meet and be a part of the Remediation stocktake team. This group will evaluate how and when students are being remediated as well as checks for understanding throughout the lesson. The team will discuss and share strategies to improve. Each month the team will reassess and develop ways to improve.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By improving and monitoring, small group instruction based on Tier 1 proficiency in ELA and math, 3rd, 4th and 5th grade students who performed in the bottom 25% will increase by 3% in ELA and math. ELA students will increase from 53% to 56% and math students will increase from 48% to 51%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Each month, a teacher from each grade level will meet and be a part of the Remediation stocktake team. This group will evaluate how and when students are being remediated as well as checks for understanding throughout the lesson. The team will discuss and share strategies to improve. Each month the team will reassess and develop ways to improve.

Person responsible for monitoring outcome:

Sullyann Hinkle (moraless@highlands.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Based on effective lesson plan template, teachers will incorporate checks for understanding throughout their lessons. This will allow teachers to know when students need remediated and adjust instruction as needed.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students will be able to continue learning throughout the lesson. Teachers will be able to adjust instruction prior to the ending assessment so that students will be remediated throughout.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

An effective lesson plan template was created and shared with teachers.
 Teachers meet weekly to create a lesson using the effective lesson plan template.
 Teachers meet weekly to discuss the strengths and weaknesses of the lesson and review data.
 Teachers meet monthly with stocktake teams to review data on a school wide basis.
 Next steps are discussed and determined.

Person Responsible Sullyann Hinkle (moraless@highlands.k12.fl.us)

#4. Positive Culture and Environment specifically relating to Discipline

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our referral data, students are being removed from class, receiving ISS or OSS and losing valuable classroom instruction.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We would like to reduce our referrals by 5%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Students will be given strategies for handling and being proactive when it comes to classroom behaviors.

Person responsible for monitoring outcome:

Kyle Hoffner (hoffnerk@highlands.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

We will be incorporating restorative practices.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research suggests that building relationships with students and using specific strategies will decrease misbehaviors.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Using the SafeSchoolsforAlex.org one area that is ranked "very high" for Memorial Elementary is on the number of suspensions. In the school year 2020-2021, Memorial had 45 days of in-school suspension and 20 days of out of school suspension. Another area that was ranked in the "middle" level was violent incidents. Memorial had a violent incident rate of 0.35 per 100 students. Due to these suspension numbers and violent incidents, this is an area of focus for Memorial. We have created a team of teachers (one teacher per grade level) that will meet monthly in a Stock take meeting. During this meeting, teachers will have provided their grade level representative their discipline data. The team will discuss trends and develop strategies to support behaviors, teachers, and families. This team will continue to monitor this data and determine areas of strength and weakness. Strategies will be put in place and supported as needed.

Another strategy that we have put into place for this school year is the behavior matrix. This is a guide for teachers to use when determining the level of severity of an incident and if the incident should result in a referral, a misconduct form, or a parent conduct. This behavior matrix also clarifies steps that needs to be taken for specific incidents. This will allow all of our teachers to be on the same page, when dealing with similar behaviors. This will provide an overall school culture and expectation for students, families, and teachers.

Person Responsible

Kyle Hoffner (hoffnerk@highlands.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on progress monitoring data/DIBELS this percentage of students in K through grade 2 are not on track to score a Level 3 or above on FAST and/or standardized ELA assessment

K - Based on mClass DIBELS 8 End of Year 46% of students are performing below proficiency in ELA

1 - Based on mClass DIBELS 8 End of Year 56% of students are performing below proficiency in ELA

2 - Based on mClass DIBELS 8 End of Year 51% of students are performing below proficiency in ELA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on FSA data this percentage of students in K through grade 3 are not on track to score a Level 3 or above on FAST.

3rd - Based on FSA ELA data, 63% of students scored a Level 1 or Level 2

4th - Based on FSA ELA data, 64% of students scored a Level 1 or Level 2

5th - Based on FSA ELA data, 59% of students scored a Level 1 or Level 2

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

1st grade students who are not on track will improve their proficiency from 56% to 50% proficiency by the end of the year by continuing to progress monitoring students, discuss student data during monthly stocktake meetings, strategically plan lessons based on student need, additional 30 minutes of tiered support time outside of the the 90 minute reading block will be allocated to provide tiered supports.

Grades 3-5: Measureable Outcome(s)

Based on the 2022 data, 63% of 3rd grade students scored a Level 1 or Level 2 on the ELA FSA. 3rd grade ELA achievement will improve by 5%. 58% of students will be proficient on the statewide ELA assessment.

Based on the 2022 data, 64% of 4th grade students scored a Level 1 or Level 2 on the ELA FSA. ELA achievement will improve by 10%. 54% of students will be proficient on the statewide ELA assessment.

Based on the 2022 data, 59% of 5th grade students scored a Level 1 or Level 2 on the ELA FSA. ELA achievement will improve by 10%. 49% of students will be proficient on the statewide ELA assessment.

We will achieve this goal by focusing on explicit Tier 1 instruction. Providing professional development to support teacher instruction and student learning based on PM1 & PM2 data. Additional time outside of the reading block will be dedicated to strategically target the needs of students and provide interventions to close gaps. Coaches will provide instructional support using the coaching cycle, modeling, and planning with teachers during weekly PLCs.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The schools area of focus will be monitored through frequent classroom walk-throughs and district walks. Administration will use the Instructional Practice Guide to measure and determine desired outcomes. During monthly stocktake meetings, student data will be discussed and monitored. Adjustments to WIN time will be made based on progress monitoring data and IPG walks.

K-2 ELA Unit data will be monitored and utilized to determine student groups for WIN or additional supports. 3-5 ELA Unit data will be monitored and utilized to determine student groups for WIN or additional supports.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hinkle, Sullyann, morales@highlands.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Intervention Time (WIN): IRI groups (Primary) Novel studies (Intermediate) and WIN instruction based on Unit Assessment data.

These intervention practices meet Florida's definition of strong evidence-based practices. They align with the district's K-12 Comprehensive Evidence-Based Reading plan and they align with the BEST ELA Standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The programs were selected based on strong evidence that support IRI groups provide differentiated targeted instruction to support syntax and sentence comprehension during WIN time. Novel studies will build students' background knowledge, develop vocabulary, and provide students with opportunities to respond to text with a variety of text structures. The evidence-based practices and programs address the identified need. Based on the population of students who participated in the IRI groups, the IRI groups showed to be effective.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership: Administration will meet regularly to review student data and make decisions based on student data and improve reading. Administration and leadership team will attend district curriculum trainings to learn about new trends and evidence based teaching strategies in reading. Administration and coaches will attend weekly PLCs to collaborate with teachers, support instruction and interventions. Walkthroughs will be conducted on a daily basis to monitor instruction based on BEST standards and use of evidence-based practices.</p>	<p>Hinkle, Sullyann, moraless@highlands.k12.fl.us</p>
<p>Literacy Coaching - Coach will attend weekly PLCs with teachers. She will provide evidence-based professional development based on BEST standards as well as the science of reading. Assessments will be administered as needed to monitor student progress or to provide additional supports to students. Coach will provide classroom support through the coaching cycle in order to impact student achievement.</p>	<p>Hinkle, Sullyann, moraless@highlands.k12.fl.us</p>
<p>Assessment - Students progress will be monitored throughout the year. Their reading assessments will consist of summative, diagnostic, progress monitoring and screeners. Based on student performance on given assessments, they will be provided with instruction to meet the their needs. The assessments throughout the year will also measure the effectiveness of the instruction being provided.</p>	<p>Hinkle, Sullyann, moraless@highlands.k12.fl.us</p>
<p>Professional Learning - Teachers will participate in weekly PLCs where they will plan student lessons based on BEST standards and student data. Coach will develop professional development trainings after school or during early release days to target teacher or student needs (based on assessment data). Teachers and administration will also have the opportunity to attend district trainings to learn about the science of reading.</p>	<p>Hinkle, Sullyann, moraless@highlands.k12.fl.us</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Positive school culture is the key to the success of a school, and most importantly, student success. We at Memorial Elementary strive to create a welcoming, positive environment, that is evident from the moment someone enters campus. All office staff have been trained on ways to properly engage with visitors as well as phone etiquette. When looking to hire staff at Memorial Elementary, we are looking for individuals who have a love for children. We create programs that encourage involvement in our students. Some of these include classroom "buddies" and mentors. We make positive phone calls home, prior to students even starting school. We work to create a working relationship with parents and the community. We have

community events that are free of charge (Grill and Chill). Staff members participate in team building activities. Administration ensures that time is set aside to build relationships and work diligently to ensure that those relationships continue. Communication is open and consistent.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Memorial Elementary has many stakeholders who promote positive school culture. Parents and community members play an active role in our PTO as well as our SAC committee. These groups meet monthly to discuss school and district data as well as ways to increase parent/community involvement. We plan opportunities for the community to become more involved in various school events throughout the year. Some of these activities include events to unite the school and the community. One main event is our "Grill and Chill." This event is created in collaboration with the Sheriffs Office, the Boys and Girls Club, as well as the school. It is held at a community football field. This is a time where we grill hotdogs and hamburgers and just enjoy time together and build relationships. The Sheriffs office and school staff organized games, including tug of war, football, and other activities. Our last event was held in the 2018-2019 school year. We had over 300 families attend the event. Due to Covid-19, we have been unable to hold this event. We are looking forward to continuing this event in the near future.

In addition, stakeholders support the school in many functions throughout the school year. They collaborate with the school and provide opportunities for families to become involved. Some of these events include after school reading/curriculum nights, as well as fun events, such as the annual hayride, and Monster Bash.

We will continue to reach out to the community and involve as many stakeholders as possible.