Memorial Elementary School

2022-23 Schoolwide Improvement Plan

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Memorial Elementary School

851 E HICKORY ST, Arcadia, FL 34266

http://mes.desotoschools.com/

Demographics

Principal: Amanda IR By

Start Date for this Principal: 11/20/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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 (42%) 2018-19: C (50%) 2017-18: C (45%)
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 Desoto 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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851 E HICKORY ST, Arcadia, FL 34266

http://mes.desotoschools.com/

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	75%

School Grades History

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

School Board Approval

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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
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
Irby, Amanda	Principal	To over see the campus and to ensure that each student is provided the opportunity to learn. To provide strategic directions for Memorial Elementary. As the school principal I have assisted in developing curricula, asses teaching methods, monitor student achievement, encourage parent involvement, revise polices and procedures, review the school budget, hire and evaluate staff and oversee facilities.
McGill, Sally	Assistant Principal	My primary responsibility to is to support the vision and goals set forth by the School District and school principal. In addition to providing support as needed, some of my responsibiites include: *overseeing MTSS processes and compliance with an emphasis on Tier 3 students *discussing student behavior and learning concerns with parents and guardians *implementing school safety procedures including monthy lockdown and fire drills as well as tornado and bomb threat drills *observation and evaluations of teaches *mediating and reporting monthly Threat Assessment meetings *working and communicating with paraprofessionals regarding their schedules and responsibilities, etc
Wildt, Jeff	Math Coach	Coaching and supporting teachers in Math and Science.
Sorrells, Sarah	Reading Coach	Coaching and supporting teachers in ELA and Social Studies.

Demographic Information

Principal start date

Monday 11/20/2017, Amanda IR By

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.*

8

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.*

11

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

820

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

8

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

4

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	134	127	141	153	130	189	0	0	0	0	0	0	0	874
Attendance below 90 percent	9	30	23	30	20	32	0	0	0	0	0	0	0	144
One or more suspensions	8	3	6	12	13	29	0	0	0	0	0	0	0	71
Course failure in ELA	33	36	42	21	31	33	0	0	0	0	0	0	0	196
Course failure in Math	19	29	24	23	40	68	0	0	0	0	0	0	0	203
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	49	46	70	0	0	0	0	0	0	0	165
Level 1 on 2022 statewide FSA Math assessment	0	0	0	45	37	77	0	0	0	0	0	0	0	159
Number of students with a substantial reading deficiency	8	35	25	30	23	50	0	0	0	0	0	0	0	171

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	3	13	2	16	17	21	0	0	0	0	0	0	0	72

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	8	4	2	45	1	1	0	0	0	0	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/5/2022

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	128	130	136	140	151	176	0	0	0	0	0	0	0	861
Attendance below 90 percent	0	36	32	29	31	38	0	0	0	0	0	0	0	166
One or more suspensions	0	0	4	2	1	8	0	0	0	0	0	0	0	15
Course failure in ELA	2	32	33	25	15	52	0	0	0	0	0	0	0	159
Course failure in Math	2	15	18	17	21	59	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	30	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	22	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	2	15	30	31	35	30	0	0	0	0	0	0	0	143

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	0	13	16	27	18	27	0	0	0	0	0	0	0	101

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	2	1	0	14	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	5	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	128	130	136	140	151	176	0	0	0	0	0	0	0	861
Attendance below 90 percent	0	36	32	29	31	38	0	0	0	0	0	0	0	166
One or more suspensions	0	0	4	2	1	8	0	0	0	0	0	0	0	15
Course failure in ELA	2	32	33	25	15	52	0	0	0	0	0	0	0	159
Course failure in Math	2	15	18	17	21	59	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	48	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	34	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	2	15	30	31	35	52	0	0	0	0	0	0	0	165

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	0	13	16	27	18	27	0	0	0	0	0	0	0	101

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	2	1	0	14	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	5	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	35%	34%	56%				41%	38%	57%
ELA Learning Gains	47%						53%	52%	58%
ELA Lowest 25th Percentile	42%						43%	51%	53%
Math Achievement	44%	43%	50%				52%	45%	63%
Math Learning Gains	53%						66%	57%	62%
Math Lowest 25th Percentile	44%						62%	55%	51%
Science Achievement	27%	39%	59%				32%	37%	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	35%	34%	1%	58%	-23%
Cohort Comparison		0%				
04	2022					
	2019	44%	37%	7%	58%	-14%
Cohort Comparison		-35%				
05	2022					
	2019	41%	41%	0%	56%	-15%
Cohort Comparison		-44%				

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	40%	40%	0%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	66%	51%	15%	64%	2%
Cohort Comparison		-40%				
05	2022					
	2019	50%	43%	7%	60%	-10%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	36%	-6%	53%	-23%
Cohort Comparison						

Subgroup Data Review

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	13	25	20	26	55	50	11				
ELL	27	47	38	32	43	38	19				
BLK	26	45	38	34	55	53	20				
HSP	33	44	43	41	48	39	22				
MUL	55			55							
WHT	44	50	36	56	60		43				
FRL	30	45	50	40	50	39	24				

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	12	44		19	68		19				
ELL	22	45	44	44	65	56	30				
BLK	28	54		28	42		28				
HSP	31	43	50	43	61	60	33				
WHT	46	48		62	76	80	58				
FRL	30	43	46	39	58	63	37				

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	14	39	35	38	67	44	10				
ELL	33	61	42	56	76	65	26				
BLK	31	39	27	39	58	69	27				
HSP	41	58	42	56	70	57	30				
MUL	82			73							
WHT	43	47	64	49	65	65	34				
FRL	39	52	44	53	65	60	28				

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
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	39
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	48
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	41
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?

Less than 50% of all students in all grade levels are proficient in reading except Kindergarten based on of STAR Renaissance in ELA.

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

ELA achievement had a 19% gap and science had 21% between our school scores compared to state proficiency.

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

Since spring 2019, students switched between virtual and traditional school causing a regression in the learning process. Student and staff attendance concerns, lack of certified teachers, and insufficient substitutes negatively impacted student progress. Attendance will be tracked and improvement will be rewarded. Students will be ability grouped for intensive reading. Implement BEST standards with full implementation in grades 3-5. Common planning sessions to ensure that grade level teachers are collaborating and preparing for consistent instruction occur twice weekly. Consistent communication with parents occurs at least once quarterly. MGT and instructional coaches will support planning and instruction.

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

89% of 3rd grade retainees showed learning gains in math.

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

No interim substitutes in 3rd grade last year. The team of certified teachers collaborated and provided instruction with fidelity. Schoolwide daily math fact fluency with rewards. ESE teachers and instructional coaches provided targeted instruction for struggling students.

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

Instructional coaches will model lessons and lead coaching cycles with all teachers. This process may include teacher to teacher modeling and collaborating. Orton-Gillingham phonics instruction in K-2 and SRA Corrective Reading in 3-5 will be utilized. Weekly recognition and incentives will be included in our PBIS system to encourage and promote an improvement in both student and staff attendance,

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.

UFLi Science of reading (K-2), Math BEST standards, and additional 2 PD days during the school year.

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

Pending funding, MATH and ELA instructional coaches on site. Full-time Barton intensive reading para supporting 3rd grade. United Way funded a full-time para to work in 1st grade for the 2022-2023 through 2024-2025. Master teachers live-streaming ELA lessons for interim subs, alternative certification teachers, and others who request support in K, 2, and 3rd grade.

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.**	In order for students to become college and career ready they must have the strategies needed in order to advance into the next grade level so that eventually they graduated high school and become productive members of society.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-23 school year Memorial Elementary will increase the proficiency rate of students in Kindergarten through 2nd grade to 55% in Reading according to the STAR Assessment. By the end of the 2022-23 school year, Memorial Elementary will increase the proficiency rate of students in 3rd through 5th grade to 45% in Reading according to the FAST Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will be taking the FAST and STAR assessment three time this school year.
Person responsible for monitoring outcome:	Amanda Irby (amanda.irby@desotoschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teacher will utilize FL standards with the support of District created Curriculum maps.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	

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.

1. Staggered Intensive Reading Block for additional classroom support from paraprofessionals.
3. Scheduled ELA block of 30 minute whole group and 60 minutes of small groups.
2. Full time Barton paraprofessional assisting with 2nd and 3rd grade.
3. Full time United Way paraprofessional assisting with 1st grade.
4. Students will be progress monitored a minimum of 3 times this school year.
5. Teachers will ability group students to provide intensive instruction.
6. Teachers will meet up to two days a week to plan instruction with reading coach.
7. Professional development on BEST standards implementation utilizing available curriculum and research based strategies.
8. Coaching support
9. Utilizing a coaching cycle
10. Peer to peer observations

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

#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.**	In order for students to become college and career ready they must have the strategies needed in order to advance into the next grade level so that eventually they graduated high school and become productive members of society.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-23 school year Memorial Elementary will increase the proficiency rate of students in Kindergarten through 2nd grade to 55% in Math according to the STAR Assessment. By the end of the 2022-23 school year, Memorial Elementary will increase the proficiency rate of students in 3rd through 5th grade to 50% in Math according to the FAST Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students in grades K-2nd will take the STAR Mathematics Assessment a minimum of 3 times a year. Students in grades 3rd-5th will take the FAST Mathematics Assessment a minimum of 3 times a year.
Person responsible for monitoring outcome:	Amanda Irby (amanda.irby@desotoschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will utilize the Florida Standards and the pacing guides set by the district.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In order for students to be successful and graduate high school, they must be provided with the opportunity to learn the standards tested.

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.

1. Daily Math Fact Automatizing
2. Utilizing the new BEST standards and pacing guide for the district.
3. Teacher will provide small group intervention groups for struggling students.
4. Utilizing coach for support
5. Coaching Cycle
6. District progress monitoring assessments

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

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	All students should be provided to opportunity to become college and career ready by the end of 12th grade. All SWD students must be provided the tools necessary to accommodate learning so that they can be successful.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-23 Memorial Elementary will obtain a minimum of 41% proficiency for the subgroup SWD in grades 3rd-5th according to the FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	SWD students will be monitored though the districts progress monitoring assessments and state wide FAST assessments.
Person responsible for monitoring outcome:	Sally McGill (sally.mcgill@desotoschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	SWD students will receive a 90 minute ELA time and a 60 minute intensive reading block each day. Core instructional programs and teacher expectations will be reviewed and aligned with the BEST standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to increase the proficiency rate of SWD students the school must provide opportunities for students to learn to read.

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.

1. SWD students will receive small groups instruction from the core teacher and ESE teacher daily.
2. Data will be tracked and reviewed after each progress monitoring assessment.
3. ESE teachers will collaborate with instructional teachers on lesson plans.
4. Evidence-based interventions matched to student need.

Person Responsible   Sally McGill (sally.mcgill@desotoschools.com)

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

Below a Level 3 (Based off of STAR Renaissance):
K-33%
1st-60%
2nd-61%

For the 2021-22 school year, 49% of students in K-2 were proficient accordioning to STAR Renaissance. It will be difficult to move the school grade to a "B" unless the proficiency rate of K-2 increases each year. It will also be important to track attendance data and provide incentives for coming to school.

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

Below a Lever 3 (Bases off of the FSA Assessment:
3rd- 61%
4th- 62%
5th- 69%

For the 2021-22 school year, 35% of students in 3rd-5th were proficient according to FSA ELA. It will also be important to track attendance data and provide incentives for coming to school.

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)

By the end of the 2022-23 school year, Memorial Elementary will increase the proficiency rate from 49% to 55% accordioning to STAR Renaissance.

Grades 3-5: Measureable Outcome(s)

By the end of the 2022-23 school year, Memorial Elementary will increase the proficiency rate from 35% to 45% according to the FAST assessment.

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 State will be progress monitoring 3 times this year. The District will be requiring three STAR assessments to be completed. After each assessment the data will be disaggregated to determine needs.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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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. §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?

At MES grades K through 5th will have a 90 minute ELA block and an additional 60 minutes for intensive reading instruction each day. Both ELA and intensive reading instruction will be aligned with the B.E.S.T. ELA standards. During the the ELA block 30 minutes will be utilized for whole group instruction and 60 minutes will be used to differentiate instruction through small reading groups. Grades K-2 will utilize Orton Gillingham to support Phonemic Awareness and Phonics. Grades 3rd-5th will utilize HMH Intensive Reading material and SRA for our lowest achievers.

MES will progress monitor students. After each assessment scores will be drilled down to pin pointing specific standards that need to be retaught.

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?

Research shows that students need at least 90 minutes of reading instruction each day to become strong readers and that this instruction must be systematic, explicit, scaffolded, and differentiated across the classroom. Just Read Florida states that students are required to have a 90 minute reading block. MES is going beyond and requiring students to receive 150 minutes of ELA/Reading each day.

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
1. Coaches and administration will support teachers during collaboration each week on Tuesdays and Wednesdays during teacher planning. 2. Coaches will be available to model and peer coach with teachers throughout the year. 3. Students will be assessed and working with coaches and teachers they will be able to utilize data to determine next step for instruction. 4. Professional learning opportunities will be provided to all teachers in ELA three time this year. Additional workshops will be provided by the coaches for teachers that are interested.	Irby, Amanda, amanda.irby@desotoschools.com

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.

The 2022-2023 school year will be Memorial Elementary School's second year of PBIS implementation. The MES PBIS model is based on our PAWS school-wide expectations:
*P-Prepare for Success
*A- Act Responsibly
*W- Work and Play Safely
*S- Show Respect
Through demonstration of positive behaviors, students are able to earn PAWS Bucks which are redeemable

for various prizes and incentives throughout the school year. The PBIS Committee and Administrative Team are working on ways to extend PBIS to the faculty and staff of MES for the 2022-2023. At this time, staff are recognized for being in attendance on a weekly basis, and the PBIS Committee will expand staff recognition efforts during SY 2022-2023.

To further encourage positive school culture, MES recognizes faculty and staff birthdays and important life events. The Sunshine Committee works with the Administrative Team to schedule and host monthly opportunities for faculty and staff to spend time together to fellowship over snacks and meals.

All teachers maintain open and periodic communication with parents/guardians including making phone calls a minimum of once per quarter. Parent contact logs are kept in each classroom and are reviewed periodically by administration during informal and formal walk-throughs and observations. In addition, each student has a data binder that includes updated information based on school, District, and state level assessments. These binders are readily available to be presented to parents and are a focal point of the MES Parent Night held annually during Literacy Week.

In addition to Open House, there are additional parent nights as well as various activities in which parents are invited and encouraged to attend, for example: quarterly awards ceremonies, Bullpup Ball, Muffins with Mom, Doughnuts with Dad, chorus concerts, etc. In addition, SAC and Booster meetings are held monthly in the school media center. To encourage parent participation, reminders and invitations are sent home with students each month and are also shared via social media prior to the meeting date.

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

MES is fortunate to have the support of many businesses and organizations. One of our most notable contributors is the The DeSoto County Educational Foundation. DCEF has generously provided the funding for a paraprofessional that works exclusively with a group of young struggling readers utilizing the Barton program. In addition, DCEF contributes financially to individual teachers through mini-grants which are awarded annually.

The Suncoast Campaign for Grade-Level Reading (SCGLR) has provided support for MES students by donating high interest books and resources to encourage reading, including a backpack of materials for students to utilize over summer vacation. In addition, through a collaborative effort with the United Way, SCGCR will be providing funding for a paraprofessional who will work exclusively with first grade students to promote early learner reading skills through individualized support.

Generous contributions from stakeholders support MES efforts to maintain a positive school culture and environment conducive to learning. Some stakeholders that contribute to efforts to recognize students and staff include (but are not limited to): Publix, Walmart, Mosaic, McDonalds, Pizza Hut, Martin's, Groovy Smoothie, SAC and Booster committees, DCEF, Suncoast, the local Health Department as well as numerous local churches and individual families and members of the community. Without the generosity of the businesses, organizations, and individuals in our community, it would be difficult, if not impossible, to uphold the level of recognition and support we are afforded the opportunity to provide for our students and staff.