

The School District of Desoto

Memorial Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Memorial Elementary School

851 E HICKORY ST, Arcadia, FL 34266

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Irby, Amanda	Principal	To over see the campus and to ensure that each students in provided the opportunity to learn. It is my role to provide strategic directions for Memorial Elementary staff. As the school principal I assist in developing curriculum, assess teaching methods, monitor student growth, encourage parent involvement, revise policies and procedures, review the school budget, hire and evaluate staff members.
McGill, Sally	Assistant Principal	My primary responsibility 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 responsibilities include: <ul style="list-style-type: none"> * Overseeing the MTSS process * Assisting the Dean with behavior concerns * Implementing and reporting school drills * Teacher Observations * Overseeing the Threat Assessment Team

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team consists of the following individuals:

Amanda Irby- Principal

Sally McGill- Assistant Principal

Terri Harrison- Dean of Students

Lisa VonDach- Guidance

Stacey Croy- Staffing Specialist

Grade Level Chairs: Karen Neads, Amy Bluhm, Angela Butts, Kelly Dyal, Morgan Pittman, Emily Morris, Amy Childress and Sandra Cespedes

This individuals work with the principal to create the SIP plan. Once it is created it is taken to the School Advisory Committee to review with parents, teachers and other stakeholders. Once it is agreed upon by all parties it is deemed as our plan for the year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

It will be continuously be reviewed during date meetings at the schools and School Advisory Committee meetings at MES. I will present where we are quartley to all parties.

Demographic Data	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	19	26	17	37	24	23	0	0	0	146
One or more suspensions	2	4	8	10	7	14	0	0	0	45
Course failure in English Language Arts (ELA)	0	38	49	63	8	24	0	0	0	182
Course failure in Math	0	19	44	57	17	26	0	0	0	163
Level 1 on statewide ELA assessment	10	29	27	65	27	45	0	0	0	203
Level 1 on statewide Math assessment	0	8	21	60	14	49	0	0	0	152
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	29	27	65	27	45	0	0	0	203

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	10	32	0	0	0	0	0	48
Students retained two or more times	0	0	0	1	1	1	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	30	23	30	20	32	0	0	0	144
One or more suspensions	8	3	6	12	13	29	0	0	0	71
Course failure in ELA	33	36	42	21	31	33	0	0	0	196
Course failure in Math	19	29	24	23	40	68	0	0	0	203
Level 1 on statewide ELA assessment	0	0	0	49	46	70	0	0	0	165
Level 1 on statewide Math assessment	0	0	0	45	37	77	0	0	0	159
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	35	25	30	23	50	0	0	0	171

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	13	2	16	17	21	0	0	0	72

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	4	2	45	1	1	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	30	23	30	20	32	0	0	0	144
One or more suspensions	8	3	6	12	13	29	0	0	0	71
Course failure in ELA	33	36	42	21	31	33	0	0	0	196
Course failure in Math	19	29	24	23	40	68	0	0	0	203
Level 1 on statewide ELA assessment	0	0	0	49	46	70	0	0	0	165
Level 1 on statewide Math assessment	0	0	0	45	37	77	0	0	0	159
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	35	25	30	23	50	0	0	0	171

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	13	2	16	17	21	0	0	0	72

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	4	2	45	1	1	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	35	34	56	41	38	57
ELA Learning Gains	47	44	61	53	52	58
ELA Lowest 25th Percentile	42	44	52	43	51	53
Math Achievement*	44	40	60	52	45	63
Math Learning Gains	53	46	64	66	57	62
Math Lowest 25th Percentile	44	44	55	62	55	51
Science Achievement*	27	25	51	32	37	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	51			51		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	100

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	39	Yes	1	
HSP	40	Yes	1	
MUL	55			
PAC				
WHT	48			
FRL	41			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	47	42	44	53	44	27					51
SWD	13	25	20	26	55	50	11					
ELL	27	47	38	32	43	38	19					51
AMI												
ASN												
BLK	26	45	38	34	55	53	20					
HSP	33	44	43	41	48	39	22					53
MUL	55			55								
PAC												

2021-22 ACCOUNTABILITY 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	ELP Progress
WHT	44	50	36	56	60		43					
FRL	30	45	50	40	50	39	24					47

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	47	50	45	63	64	41					47
SWD	12	44		19	68		19					46
ELL	22	45	44	44	65	56	30					47
AMI												
ASN												
BLK	28	54		28	42		28					
HSP	31	43	50	43	61	60	33					45
MUL												
PAC												
WHT	46	48		62	76	80	58					
FRL	30	43	46	39	58	63	37					46

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	41	53	43	52	66	62	32					51
SWD	14	39	35	38	67	44	10					41
ELL	33	61	42	56	76	65	26					51
AMI												
ASN												
BLK	31	39	27	39	58	69	27					
HSP	41	58	42	56	70	57	30					47
MUL	82			73								
PAC												
WHT	43	47	64	49	65	65	34					
FRL	39	52	44	53	65	60	28					50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	35%	7%	54%	-12%
04	2023 - Spring	45%	48%	-3%	58%	-13%
03	2023 - Spring	32%	33%	-1%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	46%	2%	59%	-11%
04	2023 - Spring	65%	59%	6%	61%	4%
05	2023 - Spring	45%	40%	5%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	29%	5%	51%	-17%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our overall 3rd through 5th grade was the lowest of the three (Math, Reading and Science). We improved from 36% to 41% proficiency however must continue improve our reading instruction to meet the state average of 54%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We improved in all three areas of proficiency: ELA, Math and Science from 2021-2022 school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Reading score had the greatest gap of 13%.

Which data component showed the most improvement? What new actions did your school take in this area?

Our Math proficiency went from 44% to 54%, a 10 percent increase. We had a dedicated math coach that assist in writing curriculum in 4th and 5th grade using the standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to state reporting, we must improve our reading scores for 3rd -5th grade and our 5th grade Science scores.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. School Proficiency for Reading to 47% in grades 3-5.
2. School Proficiency for Math to 60% in grades 3-5.
3. Daily Attendance rate from 93% to 95%

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Memorial Elementary School follows the PBIS model to promote a positive culture. Teachers use PBIS and reinforcement strategies in their classrooms and work closely with school administration. Our school counselor helps to reinforce respect to others and to build positive relationships within the school between teachers and students. Character education lessons are also taught in during our specials classes that emphasize respect for students' culture differences. MES also values school culture and classroom communities. We incorporate culture building into daily and leadership provides feedback to teachers to help improve classroom culture and ensure mutual respect. If mutual respect is not obtained, then students will not want to attend school each day. It is highly important for students to attend school so that they have the opportunity to be academically sound.

Measurable Outcome:

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

For the 2023-2024 school year, Memorial Elementary will increase the average attendance rate in grade Kindergarten through fifth grade from 93% to 95%.

Monitoring:

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

We will be charting weekly attendance by by grade level. We have attendance incentives in place that our supported by our PBIS model.

Person responsible for monitoring outcome:

Sally McGill (sally.mcgill@desotoschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student who miss school will struggle academically. If a child misses two days a month that equates to twenty days a year. If they continue this pattern over the course of career they will miss over one year of education.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ultimately schools will not be successful unless students attend class. Students need to create good habits of attending school so that as and adult it is instilled within them to go to work each day.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

It is important for students to become college and career ready once they graduate high school. It is our role as an elementary school to provide the strategies needed to advance each year in grade school to ultimately be prepared after high school. It is our goal to successful create 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 2023-2024 school year, Memorial Elementary will increase the proficiency rate for students in Kindergarten through second grade to 60% in Reading according to the STAR Assessment.

By the end of the 2023-2024 school, Memorial Elementary, will increase the proficiency rate for students in third through fifth grade to 47% in Reading according to the FAST Assessment.

Monitoring:

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

Students will take the STAR and FAST assessment three times this school year. Collaborative planning will assist in ensuring standards are being taught. Administration and Grade Level Chairs will lead the planning sessions. Data Meetings will be held after each assessment is given.

Person responsible for monitoring outcome:

Amanda Irby (amanda.irby@desotoschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

MES will be using State standards to teach reading. Each ELA block is made up of 90 minute. A 30 minute whole group lesson followed by a 60 minutes of small groups. UFLI will be dedicated to support reading in grades K-2nd. We have a minimum of 30 minutes dedicated to teaching reading intervention, focusing on supporting TIER 2 and TIER 3 students. All Title One paraprofessionals will also be pushed into classroom to assist during small group instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small Group for teaching reading is the most important strategy. Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more chances to participate. Teachers are able to monitor the students better, thus providing better and more individualized feedback and support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

UFLI utilized in grades K-2

Scheduled ELA block of 30 minutes whole group and 60 minutes of small groups daily.

Full Time Barton Para to support grade 2nd and 3rd

Full Time United Way position to support grade 1

Student progress will be monitored a minimum of 3 times a year

Teachers will utilize data to determine small groups and interventions

Teachers will plan collaborative plans a minimum of two days a week

Peer observations for new teachers and those needing support

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

By When: The administrative team will review progress monitoring data in August, December, March and May. We will review gradebook weekly. Individual teacher data meeting will take place in October and March.

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

It is important for students to become college and career ready once they graduate high school. It is our role as an elementary school to provide the strategies needed to advance each year in grade school to ultimately be prepared after high school. It is our goal to successfully create 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 2023-2024 school year, Memorial Elementary will increase the proficiency rate for students in Kindergarten through second grade to 60% in Math according to the STAR Assessment.

By the end of the 2023-2024 school year, Memorial Elementary will increase the proficiency rate for students in third through fifth grade to 60% 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-2 will take the STAR Math Assessment three times a year. Grades 3rd-5th will take the FAST Math Assessment three times a year. Collaborative planning will assist in ensuring standards are being taught. Administration and Grade Level Chairs will lead the planning sessions. Data Meetings will be held after each assessment is given.

Person responsible for monitoring outcome:

Amanda Irby (amanda.irby@desotoschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Math will be taught each day for a minimum of 80 minutes, 60 whole group and 20 small group. Teacher will be using the District Math Frameworks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mathematics provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. In addition, mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, social studies, and even music and art. It is important to defernite instruction for math to be sure students understand the concepts. Small groups are vital to be sure that understand what is being taught.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Scheduled Math block of 60 minutes whole group and 20 minutes of small groups daily.

Full Time United Way position to support grade 1

Student progress will be monitored a minimum of 3 times a year

Teachers will utilize data to determine small groups and interventions

Teachers will plan collaborative plans a minimum of two days a week

Peer observations for new teachers and those needing support

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

By When: The administrative team will review progress monitoring data in August, December, March and May. We will review gradebook weekly. Individual teacher data meeting will take place in October and March.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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):

Kindergarten- 36%

1st Grade- 48%

2nd Grade- 55%

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

Below a LEVEL 3 (Based off of the FAST Assessment) :

3rd Grade- 67%

4th Grade- 54%

5th Grade- 57%

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 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 Measurable Outcomes

MES has set a goal that by the end of the year for 2023-2024, we will increase the proficiency rate from 54% to 60% according to STAR Renaissance.

Grades 3-5 Measurable Outcomes

MES has set a goal that by the end of the year for 2023-2024, we will increase the proficiency rate from 41% to 47% according to the Reading FAST assessment.

Monitoring

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 impact student achievement outcomes.

Three times a year the State of Florida requires monitoring. The District will also be requiring STAR assessments and benchmarks for all grades for progress monitoring purposes. At MES we will disaggregate the data to determine the needs of the class and students quarterly.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Irby, Amanda, amanda.irby@desotoschools.com

Evidence-based Practices/Programs

Description:

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, Kindergarten through 5th grade will have a 90 minute ELA block and an minimum of and additional 30 minutes a day for reading intervention and enrichment. Both blocks of instructional time is will be aligned to the B.E.S.T ELA standards. The 90 minute ELA block will be broken into the evidence based model of 30 minutes whole group and 60 minutes of small groups. In grades K-2 UFLI will be utilized to support foundational reading skills.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Research indicates that students need a minimum of 90 minutes a day of reading instruction to become strong readers and that this instruction must be systematic, explicit, scaffolded and differentiated in the classroom. MES is going beyond the minimum 90 minutes and providing additional time to support reading.

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
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1. Administration will meet with the grade levels weekly to assist in planning instruction.
2. Teachers will be meet with their grade level chair's weekly for assistance.
3. Students will be assessed and with the support of the administration will be provided next steps of support.
4. Professional learning opportunities were provided during pre-planning week and are scheduled throughout the school year. All K-2 teachers were provided UFLI training this year. Departmentalizing 3-5 grades with stronger reading teachers.

Irby, Amanda,
amanda.irby@desotoschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Memorial Elementary holds School Advisory Committee meetings monthly. Parents, teachers and community stakeholders each have role and participate in deciding factors for MES including the SIP. The SIP will be placed on our District webpage. Our SAC meets monthly and is comprised of school members, parents and the community. MES has built relationships with local business that support and provide donations for attendance and achievement recognition initiatives.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Utilizing Facebook, School website, letters sent home, and ROBO calls we will be able to communicate with parents. Individual teachers will be required to call parents personally four times a year to communicate classroom success. TIER 2 and TIER 3 meetings with parents will provide communication in regards to additional supports received. Weekly news letters and Class Remind will be sent by teachers.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

It is our mission at MES to have bell to bell instruction in all core subject areas. It is our goal to have an after school program to accelerate student growth in reading. We have grouped ESE students into classroom groups so that inclusion teachers can support students for a longer period of time each day. We are utilizing paraprofessionals to support small reading groups. Grades 3rd through 5th have been departmentalized by teacher strengths.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

MES has a dedicated guidance counselor and social worker to insure all mental health services are provided. Students and parents may seek either individual at anytime for assistance. MES also has a staffing specialist that ensures that students with disabilities are supported by ESE inclusion teachers and IEPs are reviewed and updated by all stakeholders.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

MTSS Info and Guidance

MTSS Procedures-

Gather information...

* Student data (STAR, FAST, Intervention data, etc)

* Attendance information

* Disciplinary information (if applicable)

* The resources you are using to provide interventions to your T2 and T3 students and the graphical data representing student progress.

* Any other pertinent information

1. Students cannot be "placed" on Tier 2 simply based on retention status or data. All retained students need to be in the MTSS process, but items on the Tier 1 checklist must be completed. If you feel a student is in need of Tier 2 interventions, use the MTSS Checklist for Tier 1 and complete the following

a. Hold teacher conference #1 Complete a Parent/Teacher Conference form to include in student folder.

*versions of this are available in print form and in the Share Folder

b. Implement Tier 1 interventions for at least 8 weeks. Description and data pertaining to interventions must be included on the T2 Referral

c. If behavior is the area of concern, at least 5 Maladaptive Behavior Cards must be completed prior to a T2 referral.

d. Hold 2nd parent/teacher conference and review effectiveness of Tier 1 (complete Parent/Teacher Conference form to include in student folder)

e. If T1 interventions are not successful, initiate MTSS Referral to Tier 2.

Once the Team has accepted the Tier 2 Referral, send home a copy of Parent Notification of Intervention Activities Referral Letter to Tier 2. Record the date the letter was sent and keep a copy for the student file. These are available in duplicate form in the planning room (B51).

3. Once the Parent Letter has been sent home and there is documentation of receipt either by returned letter or Parent Conference log report, the Team will work together to create the Tier 2 Intervention Plan form.

4. During Tier 2 – Complete MTSS Checklist for Tier 2 form

a. Implement Tier 2 strategies for at least 6 week- proof of fidelity by providing graphical representation with baseline data. These graphs need to be electronic- not hand drawn. There is an editable graphing tool in the Share Drive.

b. Tier 2 Intervention Plan Review forms will be completed every 6-8 weeks during scheduled MTSS Team Meetings.

c. At least one Documentation of Observation form must be completed and added to the student file during Tier 2.

d. According to the Tier 2 Checklist, there should be three 6-week cycles of Tier 2 interventions prior to referral to Tier 3. All cycles require graphical data. Parent contact should be recorded at least twice during this process- include Parent/Teacher Conference forms in student folders- they may be phone conversation records.

- e. Once Tier 2 strategies have been implemented to fidelity, the team will determine the following course of action:
 - i. Student may move back to Tier 1
 - ii. Continue implementation of Tier 2
 - iii. Complete and submit to the Team a MTSS Referral to Tier 3 form

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The District will provide six days for planning purposes this school year. All employees have the opportunity to attend classes that will support their individual needs. Administration will be involved in weekly planning collaboration meetings to assist in improving instructional needs. Our goal is provide a nurturing and warm working environment to help with teacher retention. New teachers are also provided a mentor to assist them throughout their first year in DeSoto County.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

MES has a Pre-Kindergarten program that services ESE students ages 3-5. The School District of DeSoto County provides a free VPK program during the summer months to help students transition into Kindergarten. MES also provides Kindergarten screener to all students to assist with balancing classes.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No