

Desoto County Schools School Improvement Plan

School Summary

Memorial Elementary School is made up of 1004 students, Pre-K through 5th grade. **School Vision:** It is our vision at Memorial Elementary to provide rigorous and relevant education for all students through ambitious instruction. **School Mission Statement:** The mission of Memorial Elementary School is to empower students to become life-long learner and leaders, while providing a safe, challenging, nurturing and positive educational environment.

School Leaders:

Amanda Irby, Principal

Jeffery Golden, Assistant Principal

Paul White, Dean of Students

Lisa VonDach, School Guidance Counselor

Stephanie Langford, Kindergarten Grade Level Chair

Nora Cail, First Grade Level Chair

Shirley Howell, Second Grade Level Chair

Jessica Martin, Team A Third Grade Chair

Judy Rowley, Team B Third Grade Chair

Phyllis Clemons, Team B Third Grade Chair

Jeffery Wildt, Fourth Grade Level Chair

Teresa Johnson, Fourth Grade Level Chair

Emily Morris, Fifth Grade Level Chair

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School Data (10 categories for 2019-20)

School Grade Component	Goal 2020	SY 2019	SY 2018	SY 2017
ELA Achievement	46	41	36	31
ELA Learning Gains	58	53	51	44
ELA Lowest 25 th Percentile	50	43	51	51
Math Achievement	56	52	43	46
Math Learning Gains	70	66	56	60
Math Lowest 25th Percentile	66	62	45	50
Science Achievement	45	32	33	16

Additional ESSA Categories (from FL DOE DA Team)

	Federal Percentage Points Goals for SY 2019-2020	Federal Percentage Points SY18-19	Federal Percentage Points SY17-18	Consecutive years
All students		50		0
Economically Disadvantaged		49		0
English Language Learners		51		0
SWD	41	36		0
African American		41		0
White		52		0
Hispanic		50		0
EL Reaching Proficient on WIDA		51		

Goals: (Backup with assessment data and set goals for new school year)

Needs Assessment (Gap analysis)

1. MES is below the State average in ELA achievement in both reading and Math.

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2. MES is below the State average for ELA learning gains.
3. MES is below the State average for ELA Lowest quartile.
4. MES is below the State average in Science.
5. MES is one subgroup below the minimum Federal Percentage points in SWD.

Goal 1. Improve Student Reading and Math Achievement Using Florida Standard Based Instruction	
<ul style="list-style-type: none"> By the end of the 2019-2020 school year, Memorial Elementary will increase the percentage of students making learning gains in ELA from 53% to 58% according to the FSA ELA assessment. Memorial Elementary School will increase the percentage of students making learning gains in Math from 66% to 70%. 	
Prioritized Strategies	
1.	Increase teachers' knowledge of students' specific needs through deep data analysis.
2.	Leverage weekly collaboration to design instruction based on students' needs.
3.	Utilize high yield curriculum to ensure students meet the rigor of the standards.
4.	District Benchmark testing to determine standards that need to be re-taught.
5.	Walk-thru data collaboration with teachers to enhance production.
6.	Utilizing STAR data in reading and math.

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

Enabling Activities	Implementation Plan	Lead	Timeline	Progress			
				Q1	Q2	Q3	Q4
Maintain a system of tracking STAR Reading and Math data from AP1-AP5.	A. Review student data and provide each grade level with a form of monitoring student mastery of grade level skills while using the curriculum maps as guides. A. Develop a data wall in cafeteria to track student data. B. Each teacher will keep track of their data and will review in planning meetings.	GLC Teachers, Admin & GLCs	August 2019 –May 2020 AP1-AP5				

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<p>Meet individual student needs by improving the impact of intervention time.</p>	<p>A. Structure intervention groups to reflect students' needs based on mastery charts, STAR and Teacher input.</p> <p>* Paras will push into 3rd grade on M, W, F and 4th/5th grade on T and TH. The schedule will then switch in January.</p> <p>B. Intervention groups will reflect progress on targeted instruction based on student need as determined by standards mastery lists through growth on the post test.</p> <p>A. Teachers will submit STAR scores of each group.</p>	<p>GLC Teachers, Admin & GLCs</p>	<p>Set up intervention groups quarterly: August 2019, October 2019, Dec. 2019; and March 2020</p>				
<p>Provide teachers with collaboration time to analyze data and use data to plan instruction.</p>	<p>A. Provide teachers with district pacing guides, state resources, and lesson plan template.</p> <p>B. Teachers will post completed lesson plan template to designated area.</p> <p>A. Set collaboration schedule to provide two days of lesson planning and data mining.</p>	<p>Admins, Teachers</p>	<p>August 2019- May 2020 weekly</p>				
<p>Leverage curriculum programs to expose students to grade level standards.</p>	<p>A. Use curriculum pacing guides to break down what students will know and what they can show as lesson outcome by:</p> <ul style="list-style-type: none"> a. Identifying foundational skills. b. Building opportunities for student engagement c. Plan scaffolding strategies to ensure all students reach mastery, particularly targeted students. <p>B. Bi-weekly walk-throughs with feedback provided.</p>	<p>GLCs, Admins</p>	<p>Ongoing during weekly collaboration time</p>				

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Goal 2. Third Grade Proficiency Score	
Objective:	
<ul style="list-style-type: none"> By the end of the 2019-2020 school year, Memorial Elementary will increase their 3rd grade proficiency scores from 35% to 41%. 	
Prioritized Strategies	
1.	Intensive Reading Groups will be utilized during our Intensive School Wide reading time with the support of paraprofessionals.
2.	Intensive reading block from 7:50 am-8:50 am for all third grade students.
3.	Paraprofessional will push into classes three days a week to support instruction. Groups will progress monitor using the STAR assessment quarterly.
4.	Teachers will ability group students to provide intensive instruction.
5.	Teachers will meet two days a week to discuss standards, plan instructions and data from STAR assessments.

Rationale: Students must become proficient readers in order to obtain the skills needs in all other subject areas.

Enabling Activities	Implementation Plan	Lead	Timeline	Progress			
				Q1	Q2	Q3	Q4
Meet individual student needs by improving the impact of the reading intervention time.	<p>A. Structure intervention groups to reflect students' needs based on mastery charts, STAR and teacher input.</p> <p>B. Intervention groups will reflect progress on targeted instruction based on student need as determined by standards mastery lists through growth of each assessment.</p> <p>A. Teachers will submit plans for intervention groups.</p> <p>B. Administration will be able to review plans and assist teachers in need.</p>	Admin & GLC's	August 2019- May 2020 daily, weekly				

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Provide teachers with collaboration time to analyze data and use data to plan instruction.	<p>A. Provide teachers with district pacing guides, state resources, and lesson plan template. A. Set collaboration schedule to provide two days of lesson planning and data analysis each week.</p> <p>B. Teachers will post completed lesson plan template to designated area.</p>	Admin & GLC's	August 2019-May 2020				
Leverage curriculum programs to expose students to grade level standards.	A. Use curriculum pacing guides to break down what students will know and what they can show as lesson outcome by: 1. Identifying foundational skills. 2. Building opportunities for student engagement. 3. Plan scaffolding strategies to ensure all students reach mastery, particularly targeted students	Admin & GLC's	August 2019-May 2020				

Goal 3. SWD Goal	
<ul style="list-style-type: none"> Students in the identified subgroup of SWD will obtain a minimum of 41% of the Federal Percent Index. 	
Prioritized Strategies	
1.	Teachers will track their SWD students in STAR Reading and Math.
2.	ESE inclusion teacher will service students who are not in an ESE Co-Teaching unit.
3.	ESE-Co-Teaching classes are assigned. Quarterly data meetings will be held to review data and make adjustments to support scheduling.
4.	Tuesday and Thursday will be used to plan instruction for SWD students and other students.

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Rationale: We are classified as being in the ESSA category of TS&I for students with disabilities because, we failed to meet the 41% requirement. For the 2018-2019 school year the SWD score was at 36%.

Enabling Activities	Implementation Plan A. Actions B. Outcomes		Timeline	Progress			
				Q1	Q2	Q3	Q4
Co-teaching and ESE classes established.	<p>A. Co-Teaching classes have been built with one ESE certified teacher. Other SWD students will be serviced by ESE inclusion teacher. A. Teacher will collaborate on Tuesdays and Thursday lessons for the following week.</p> <p>B. STAR assessments will be reviewed to track students. Intensive reading groups will be revised as needed.</p>	Co-Teachers, ESE inclusion teacher, Administration	August 2019-May 2020				

Goal 4: Attendance	
<ul style="list-style-type: none"> For the 2018- 2019 school year we had 25% percent of students who were absent 8%or more. We would like to reduce this number to 15% or less. 	
Prioritized Strategies	
1.	Attendance contracts with parents.
2.	Incentives for perfect attendance weekly.
3.	Perfect attendance awards will be provided each quarter.
4.	Phones call made to parents when students are two days absent in a row.

Rationale: MES increased the number of students from 2017-2018 to 2018-2019 who were absent 8% (15 days) or more.

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Enabling Activities	Implementation Plan A. Actions B. Outcomes		Timeline	Progress			
				Q1	Q2	Q3	Q4
Develop and maintain a system for students not in attendance.	<p>A. The attendance clerk will keep track of student attendance and notify parents and administration when they are have missed more than two days of school in a row.</p> <p>B. Attendance information will provided (Attendance Matters). Attendance contracts will be signed by parents for 5 or more tradies or absences.</p>	Attendance Clerk, administration, classroom teachers	August 2019-May 2020				
Encouraging students to attend school daily.	<p>A. Weekly awards from classroom teacher will be provided to students in attendance each day in the week.</p> <p>B. Quarterly school awards will be provided to students who have perfect attendance.</p>	Teachers, Admins	August 2019-May 2020				
Attendance Contracts	<p>A. Attendance meetings held for students who are tardy or absent 5 or more days.</p>	Attendance Clerk	August 2019-May 2020				