

Putnam County School District

Mellon Learning Center



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	14
R.A.I.S.E	0
Positive Culture & Environment	0

Mellon Learning Center

301 MELLON ROAD, Palatka, FL 32177

www.putnamschools.org/o/ehms

Demographics

Principal: Tracy Taylor

Start Date for this Principal: 6/5/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Commendable 2017-18: Maintaining 2016-17: Unsatisfactory
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission:

The mission of the Mellon Learning Center is to foster an atmosphere of mutual respect among all stakeholders and create a positive learning environment in which students can grow and experience success.

Provide the school's vision statement.

Our Vision:

All students will receive planned, varied, quality learning opportunities comprised of standards based instruction which enable each student to reach their individual highest potential in academic achievement and self sufficiency.

In addition to providing all students with solid standards based instruction, every student will be provided with opportunities to gain confidence and self-advocacy skills while acquiring the communication and social skills necessary for appropriate and responsible social behavior.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The Mellon Learning Center houses seven VPK classes, five Pre K ESE classes and 125 K/12 students with disabilities whose needs require a separate school setting. Our mission and vision for all of our Pre K students is create a collaborative learning environment where all students can prosper and thrive while obtaining the foundational skills academically and socially so they will be successful when they enter kindergarten. Having twelve Pre K teachers together in one building creates a unique opportunity for teachers to collaborate, learn varying skills and present a richer learning environment for their students through field trips, speakers, etc.

The teachers and staff working with our K/12 students are experienced with working with students with disabilities. In this new setting our close proximity to Palatka Jr. - Sr. High School creates an opportunity for our students to visually see how working hard and strengthening their skills could lead to an opportunity to mainstream in the future. There is a huge focus on building self advocacy and increasing academic achievement for these students.

School Leadership Team

Membership

Identify the name, email address, 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
Taylor, Tracy	Principal	To provide strategic direction for the school in conjunction with the school's and district's mission. As Principal, the duties are to oversee the implementation of adopted curriculum to fidelity, to assess teaching methods, monitor student achievement, to cultivate and strengthen parent involvement, revise policies and procedures to stay our course, administer the budget, oversee facilities and to hire and monitor staff. The teacher role on our school leadership team is to be a liaison between administration and teacher groups. The teacher is able to provide critical insight into how policies and procedures are working daily in the classroom.
Williams, Tammie	Assistant Principal	To provide strategic direction for the school in conjunction with the school's and district's mission. As Assistant Principal, the duties are to assist the Principal with overseeing the implementation of adopted curriculum to fidelity, assessing teaching methods, monitoring student achievement, cultivating and strengthening parent involvement, revising policies and procedures to stay our course, administering the budget, overseeing facilities and hiring and monitoring staff. Additional supports for our Hispanic students who comprise our low performing ESSA subgroups within our Areas of Focus consisted of a check in check out system with our Assistant Principal to monitor attendance, discipline, and overall well being.
Averett, Dawn	Teacher, K-12	As a member of the school leadership team, this teacher provides an instructional perspective and represents the voice of classroom teachers in decision making.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Saturday 6/5/2021, Tracy Taylor

Number of teachers with professional teaching certificates?

16

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

20

Total number of students enrolled at the school.

254

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

6

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	0	7	3	10	2	6	6	17	13	5	9	10	18	106
Attendance below 90 percent	0	5	0	3	0	6	3	16	12	3	4	6	10	68
One or more suspensions	0	0	0	0	0	0	1	2	4	1	1	0	0	9
Course failure in ELA	0	0	0	0	0	2	1	7	4	1	1	2	2	20
Course failure in Math	0	0	0	0	0	0	1	7	5	0	0	2	2	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	0	2	3	3	3	1	1	1	3	18
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	0	2	3	3	5	2	0	0	0	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	1	0	6	5	2	2	3	2	22

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	0	0	0	1	0	0	1	3	2	0	0	0	1	8
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	1	3	7

Date this data was collected or last updated

Wednesday 9/15/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					68%	61%		57%	60%
ELA Learning Gains					52%	59%		53%	57%
ELA Lowest 25th Percentile					63%	54%		62%	52%
Math Achievement					57%	62%		51%	61%
Math Learning Gains					50%	59%		33%	58%
Math Lowest 25th Percentile					40%	52%		64%	52%
Science Achievement					83%	56%		93%	57%
Social Studies Achievement					93%	78%		92%	77%

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
03	2021					
	2019	0%	41%	-41%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	43%	-43%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	42%	-42%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	42%	-42%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	38%	-38%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	41%	-41%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	41%	-41%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	41%	-41%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	46%	-46%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	53%	-53%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	44%	-44%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	33%	-33%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	16%	-16%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	38%	-38%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	14%	-14%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	51%	-51%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	49%	-49%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

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	30	30		29	23		35	33		60	
BLK	57	53		43	38		50				
WHT	16	17		24	17		29				
FRL	33	35		29	24		29				
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	35	53	70	44	56		38	56			
BLK	42	50		41	60						
HSP											
WHT	39	55		59	58		53	67			
FRL	29	54		32	52		28	55			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	7
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Additional supports for our Hispanic students who comprise our low performing ESSA subgroups within our Areas of Focus consisted of a check in check out system with our Assistant Principal to monitor attendance, discipline, and overall well being. Within the area of improved core instruction, the teachers pulled these two students for an additional intensive reading intervention to help boost their reading performance.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Based on the monitoring of our ESSA subgroup, the check in check out data seemed to have the greatest impact. The students appeared to be able to make a better connection with adults on campus, had an increase awareness of ownership related to their behavior, and we saw a decline in the number of behavior incidents. New actions will be to have the FSA assessed students go daily to a 45 min. reading intervention with a Reading endorsed teacher. We will continue to monitor attendance by calling daily when one of these students is absent.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The Mellon Learning Center's greatest need for improvement continues to be rigorous core instruction for the students taking the FSA. These students have disabilities that manifest in ways that severely impact their success on academic tasks. These behaviors include lack of focus, anger, poor self concept, avoidance, and rigidity. Our teachers need to continue to focus on delivering high quality rigorous lessons that have been watered down for the students. In the past our Rigor Walk data and FSA score reports indicate that this is most likely what has taken place. While we see students working, their ability to stay with a task when it gets difficult is not solid.

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

There is no comparative data for our Pre K students as they are entering school for the first time. Our K/12 population is comprised of students with disabilities. Of these students 69% take the Florida State Alternative Assessment. The remaining 31% take the FSA/NGSSS. Of these students, 90% have emotional behavior disabilities comprised of behaviors which interfere with their focus and attention to such a degree they significantly impacts their learning. These students have been placed at the learning center because their behavior was significant enough that it prevents them from being successful in the gen ed setting. All of our EBD students comprise the BQ in all core areas: ELA, Science, Social Students, and Math. Other contributing factors to their low academic performance are poor attendance, lack of motivation, and non appreciation of school.

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

One strategy continuing to be implemented is a requirement for all FSA teachers to attend and participate in core subject planning and professional development opportunities provided by the district. We are implementing closer monitoring of the pacing guides being used within the classrooms to ensure all teachers are covering the necessary standards to the best of their ability at a pace that will ensure they cover the material prior to the testing window. Finally, we hoping to hire a qualified coach who can assist our teachers who teach blended classrooms with strategies to focus on the highest impact standards.

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

Our school based professional development will focus on mental wellness. Given that the largest percentage of our FSA students have and emotional behavior disorder, it is imperative that our teachers understand how to spot stressors and develop strategies that will allow them to support the students through the challenges of their behavior rather than giving in or giving up. Our teachers also need to develop strategies that will allow them to work productively and effectively with students who can at times be manipulative in order to get of work or misdirect the adults they are with.

Part III: Planning for Improvement

Areas of Focus:

#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.

Standards aligned ELA instruction that is taught with fidelity is directly related to academic growth, achievement, and helps to ensure students graduate on time. Research shows that even if students are significantly behind academically, they still need to be continually exposed to appropriate grade level standards based instruction and quality reading materials. Students experiencing failure in school are more likely to drop out of school than students who maintain solid grades and progress with their peers.

Measurable Outcome:

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

Increasing the rigor of our ELA instruction and consistently maintaining this rigor throughout the day when combined with reading intervention being taught by a reading endorsed teacher will have a direct impact on students scores on district and State Assessments.

Monitoring:

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

This area of focus will be monitored using LSI Rigor Walk data, classroom observations, iObservation, knowledge checkpoints and student/teacher feedback.

Person responsible for monitoring outcome:

Tracy Taylor (ttaylor@my.putnamschools.org)

Evidence-based Strategy:

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

Teachers will attend all applicable district professional development related to ELA instruction and or those related to imbedding reading throughout the day. Plans will be monitored for adherence to district pacing guidelines, Administration will continue to work with district officials to identify key standards for all core subjects so teachers teaching multiple grade levels and courses can plan more effectively. Administration will work with teachers to develop better teaching strategies revealed as weak through Rigor Walk data.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Mellon Learning Center K/12 is comprised of students who need a more protected or secure learning environment. Due to the small number of students, it necessitates teachers teach blended classes comprised of multiple grade levels and to teach all subject areas. Therefore it is critical that teachers know and plan with a focus on critical standards with each course they teach and have a solid understanding of how to effectively imbed grade level reading in all subjects areas. Monitoring and coaching will be done using iObservation, on the spot coaching and support from district level coaches.

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.

Administration will continue to work with district level leaders to ensure we have proper curriculum, our teachers are offered support related to ELA instruction and imbedding reading in all subjects within a blended classroom.

Person Responsible

Tracy Taylor (ttaylor@my.putnamschools.org)

Lesson plans and periodic daily lessons will be monitored for pacing, rigor, and fidelity.

Person Responsible

[no one identified]

iObservation, LSI Rigor Walk data, and on the spot coaching will be used to coach and support teachers.

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This area of focus does encompass the largest majority of our students identified as an ESSA subgroup. The remaining students are FSAA and will be used following a similar pattern with a different curriculum.

#2. Other specifically relating to Pre K Inclusion

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The Florida Department of Education and the Putnam County School District believe strongly in the promotion of inclusion within Pre K classes to strengthen the academic and socio-emotional success of Pre K students with disabilities.

Measurable Outcome:

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

Increasing the opportunities for Pre K students to participate in play, socialization, and or academics with non disabled peers while having the supports of their Pre K ESE teachers will increase the their academic and social emotional growth. It is believed that these interactions will increase the student's overall success and/or the likelihood of them being successful to fully transition to general education

Monitoring:

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

This area of focus will be monitored using Teaching Strategies Gold, Activity Matrix, Teacher observation data, and behavior monitoring data. The data from these instruments will be compared to scores on the VPK Assessment, VPK teacher observation data and behavior monitoring data.

Person responsible for monitoring outcome:

Tracy Taylor (ttaylor@my.putnamschools.org)

Evidence-based Strategy:

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

Pre K ESE teachers will work collaboratively with administration, VPK coordinator and VPK teachers to identify students displaying skills indicating they are ready to have a trial in an inclusion setting. Specific guidelines for expectations and success as well supports need to help the student be successful will be outlined prior to the inclusion. There will be clear discussions on strategies to use when a student is having difficulty with the inclusion and how to redirect. Both teachers will receive coaching and support during the inclusion period.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Inclusion of students with disabilities must be entered into with clear expectations, parameters, and strategies to support success. Teachers new to inclusion feel validated and supported when they feel like they have a voice and a hand in tailoring the opportunities to meet the needs of the students. It is necessary to give all learners even our most struggling learners opportunities to mix either socially or academically with students who do not have disabilities. These interactions create opportunities for students to flourish and be successful.

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. The Mellon Learning Center will participate in the Special Olympics, Young Steps program for the 2021-2022 school year. This program develops gross motor, sportsmanship, and promotes healthy living for all students. The students will participate in the program during PE, the program is designed to be entirely inclusive.
2. Administration will monitor all forms of Pre K ESE data, have open discussions with teachers regarding students ready to try inclusion this information will be shared with the VPK coordinator, and VPK teachers to begin the process of inclusion.

Person Responsible

[no one identified]

Monitoring ESSA Impact:

Our Pre K students do not count towards our ESSA subgroups, however there are several students who identify with the above mention

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

ESSA subgroup, we feel this is preemptory step for future success for these students.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

The Mellon Learning Center uses a variety of ways to build and promote a positive school culture for our staff, students, and stakeholders. We maintain an open door/communication policy with all parties concerning all issues. We weekly celebrate through announcements positive and supportive things we have seen on our campus. Quarterly we will celebrate and acknowledge students during a Terrific Kids ceremony sponsored by the Palatka Kiwanis Club. We encourage and support our teachers when they sponsor area or class celebrations for their students. We daily send staff a quote reminding them of the value of collaboration and support. We work closely with the Pilot Club and this year will have the pleasure of working with their sister club the Anchor club from Palatka Jr. - Sr. High School to have volunteers, help with parties, and other activities. Seminole Electric has and continues to support our school with funds which are used to hold a Fall Festival every year. Prior to Covid, this event was held during the day when all families could participate and share in the fun.

Our discipline with respect to consequences is known by all staff, students and families. We are consistent; but fair. All parties understand they have a voice and side and we come to the table to discuss issues in a socially appropriate manner. They also understand that we routinely remind students of their ownership of their actions and the consequences that may result from misguided choices. Finally, all parties understand, we make mistakes and we must model how to move on and that every day is a new day for a child to learn. It is our belief that supporting our staff and students in all aspects of their work and lives will foster a positive school.

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

Staff, families, students, and community members are all critical to establishing, cultivating and promoting a positive culture and environment at the Mellon Learning Center. Each stakeholder has unique

characteristics they bring to our school to help be successful. We foster this through continuous open communication, mutual respect, and willingness to remain focused on our mission which is to ensure each student receives high quality instruction, they feel safe and valued and lastly we daily remind ourselves, the students are why we do what we do each day.