

Putnam County School District

Mellon Learning Center



2022-23 Ungraded Schoolwide Improvement Plan

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Mellon Learning Center

301 MELLON ROAD, Palatka, FL 32177

www.putnamschools.org/o/ehms

Demographics

Principal: Tracy Taylor

Start Date for this Principal: 7/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2021-22 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 Mellon Learning Center will 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 Standards based instruction that will support their academic and emotional growth. The faculty and staff at the Mellon Learning Center will strive to instruct and support each student to reach their highest potential in achievement and self-sufficient. Every student will be provided with opportunities to gain confidence and self-advocacy skills while acquiring the academic, communication and social skills necessary for appropriate and responsible social behavior. Families will be welcomed as partners in the educational process. They will be provided with information about their children as well as opportunities to participate in school activities. The Mellon Learning Center will work hard to build and maintain positive community partners and relationships.

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 130 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.
Hawk, Lacey	Other	Is in charge of planning, and overseeing the testing of all students on our campus. She ensures that families receive feedback promptly on how their child is progressing. Oversees the safety plans and discipline issues which may occur. Plans with administration for all activities on campus.
Stallings, Jessica	Other	Meets with and plans with administration activities that are relevant to all Pre K students on our campus. Assist with the transition of students in inclusion and supports teachers with these students. She assists Pre K teachers with their planning and staying on pace, as well as monitors Pre K student growth.
Valentine, 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.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information

Principal start date

Thursday 7/1/2021, Tracy Taylor

Total number of students enrolled at the school.

265

Total number of teacher positions allocated to the school.

20

Number of teachers with professional teaching certificates?

17

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

12

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

1

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

5

Demographic Data

Early Warning Systems

2022-23

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	10	5	6	8	8	5	8	9	16	14	6	10	21	126
Attendance below 90 percent	9	4	5	6	4	2	7	5	14	8	2	4	8	78
One or more suspensions	0	1	1	2	2	1	1	1	3	3	0	3	1	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	0	3	1	2	4	2	1	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	1	3	2	1	3	3	2	1	0	18
Number of students with a substantial reading deficiency	0	0	0	1	1	1	3	2	2	4	0	0	0	14

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	1	1	1	0	0	4	2	3	3	2	3	0	20

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

Date this data was collected or last updated

Friday 9/2/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	1	0	2	3	3	3	1	1	1	3	18
Level 1 on 2019 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

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		38%	55%					68%	61%
ELA Learning Gains								52%	59%
ELA Lowest 25th Percentile								63%	54%
Math Achievement		33%	42%					57%	62%
Math Learning Gains								50%	59%
Math Lowest 25th Percentile								40%	52%
Science Achievement		32%	54%					83%	56%
Social Studies Achievement		42%	59%					93%	78%

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	0%	41%	-41%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	43%	-43%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	42%	-42%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	42%	-42%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	38%	-38%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	41%	-41%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	46%	-46%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	53%	-53%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	44%	-44%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	33%	-33%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	16%	-16%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	38%	-38%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	14%	-14%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	51%	-51%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	35	46		32	34		24	47		73	
BLK	53	54		30	21						
WHT	17	32		30	47		30	50			
FRL	38	55		33	39			55		70	
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			

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
FRL	29	54		32	52		28	55			

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	291
Total Components for the Federal Index	7
Percent Tested	96%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - 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%	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	40
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
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.

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

Our first area of focus was on aligned ELA instruction being taught with fidelity in order to ensure that our students were exposed to grade level standards and quality materials. The goal was to have improved

academic achievement for our students. Our progress monitoring for standards aligned ELA instruction consisted of students I-Ready Scores, FSA scores, and teachers I-Observation Scores related to ELA.

Being a Pre-K center, our goal was to increase the number of students with disabilities to receive instruction in a PK Inclusion classroom. Students within the PK-ESE classrooms were monitored for pre-readiness skills, listening skills, following directions, and independent functioning to determine eligibility for inclusion. As students were able, they were pushed into inclusion classrooms for longer periods of time to ensure they would continue to be successful. By the conclusion of the year, we had 29% out of our 4- year old PK-ESE students were spending at least part of their day in an inclusion classroom and being successful.

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

The monitoring of our ELA aligned instruction revealed that 90% of our students grew at least one grade level on I-Ready during the school year. To ensure aligned ELA instruction was being taught with fidelity, our teachers attended county-wide trainings as they were offered and implemented ideas and use resources from these. Our teachers were also able to meet with our school Reading Coach on a regular basis to ask questions, plan, and get needed resources. We added a Reading Intervention block to our schedule which was taught by a Reading Endorsed Teacher for all FSA tested students.

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 greatest need for improvement is for our students to be able to sustain and persevere so that they can demonstrate their growth on standardized testing. Our problematic issue for this specific component is that our population of SWD in a Center School is their inability to stick with a task or a test over several days. This is compounded by high absenteeism and their inability to sustain their focus over a long period of time. This is demonstrated by the growth shown during progress monitoring of I-Ready and the teachers instruction and then not shown on standardized testing.

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 general education setting. All of our EBD students comprise the BQ in all core areas: ELA, Science, Social Studies, 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?

The strategies our staff will use in order to accelerate learning will be:

1. Previewing- Before lessons by using graphic organizers, building background knowledge, and previewing vocabulary.
2. Scaffolding- During the lesson based on student need.
3. Differentiated Assignments- During the lesson, assignments can be adapted as long as they remain at grade-level to provide additional support for struggling students OR they can provide a challenge for higher students.
4. Double Dose- After the Lesson- A second exposure of the lesson in a small group for struggling

students.

5. Remediation- During and After the Lesson- Teaching the same content, but using different strategies.

6. Review- After the Lesson- Additional practice with new learning helps

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

Professional development will begin in the form of a training for teachers and leaders to acceleration strategies. Then, teachers will meet weekly on Thursday's with our Reading Coach, TOSA, various school district employees, and the Leadership Team. This time is devoted to planning with acceleration strategies, as well as other planning and to support as needed.

Areas of Focus:

#1. Other specifically relating to Staff and Student Mental Wellness**Area of Focus
Description and
Rationale:**

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

Research has proven that individuals who have a stable mental wellness system, are better equipped to handle stress, communicate, and have stronger self confidence/self worth. Our two ESSA subgroups, which are Black/ African American and White students who have been placed in a center school frequently do not have these supports in place or the supports may be weak. Our young Pre K students can also benefit from learning appropriate strategies for handling stress and anger. Finally, our staff members are also be in need of mental wellness supports. Some are attempting to cope with the continuous presence of Covid and other new viruses. Some are struggling with higher increases in the cost of living. And, finally some feel stressed by the high demands on educators and the shortage of people to fill these positions.

Measurable**Outcome:**

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

If our school implements regular mental wellness lessons and activities, then by the end of the year our students and staff will report that they feel stronger and more capable to handle the stressors of life.

Monitoring:

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

We will monitor Staff and Student Mental Wellness through the following methods. We will monitor planning for the instruction of mental wellness supports as well as observe classroom lessons on mental wellness. We will utilize the monthly early release days to focus on providing professional development and team building related to mental wellness for our staff. We will encourage families to participate in district support groups for families with disabilities. Finally, we will make available resources related to mental wellness known to our staff.

**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.

The evidence-based strategy to be used with our K/12 students will be skill streaming. Skill Streaming is research based approach utilizing modeling, role-playing, performance feedback, and generalization to teach children pro social behaviors. These very specific skills lay a firm foundation for future character development and the acquisition of social-emotional academic skills. For our PreK students we will use KIWI by Cloud 9, this program combines social-emotional learning and self-regulation of eight basic emotions. We will have a meeting with faculty and staff to make them aware of the resources the district provides to support mental well being. Flyers and numbers for these resources will be available as needed for staff to pick up. We will utilize our monthly early release days to promote social interaction, and camaraderie among staff members.

**Rationale for
Evidence-based
Strategy:**

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

The Mellon Learning Center is comprised of very young children, our Pre K and students of all ages with disabilities. The young students and the students with disabilities often struggle with how to handle stress in new settings. These students need to have the opportunity to develop appropriate coping skills modeling, utilizing role playing and to receive feedback on their attempts and growth. Adults need to have access to reputable programs that can support mental health as well as having a work environment that they feel valued supported and a sense of belonging.

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.

Pre K classes will be trained on the appropriate implementation of the KIWI Owls program at the beginning of the year. Lesson plans will be monitored to ensure that the program is being used weekly. Observations will be done to ensure fidelity of implementation.

Person Responsible Jessica Stallings (jstallings@my.putnamschools.org)

Skill Streaming training and the explanation of available mental wellness resources for staff will occur during pre planning. Teachers will have access to support of the use of Skill Streaming through the TOSA and administration. Lesson plans and observation will be used to verify the implementation and fidelity of the use of the program. Administration will use My Voice to monitor the climate of the school and how interventions to improve/strengthen staff supports.

Person Responsible Tracy Taylor (ttaylor@my.putnamschools.org)

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.

NA

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

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

The Mellon Learning Center had two identified ESSA groups, African American/Black and White students. We know that we must find a better way for our teachers who because of our small size are faced with teaching blended classes composed on multiple disabilities as well multiple grade levels. Collaborative Planning. Collaborative Planning is simple but effective process of planning that involves interaction among teachers in the form of a partnership throughout consensus building, plan development, and implementation of lessons designed to ensure have the best opportunity for academic success. Collaborative Planning's five step process will allow our teachers to define the dilemmas they face, to work together to define a process that will lead to a solution that allows them to create appropriate standards based lessons that will fit the needs of their students. Our teachers must learn to lean upon one another to help them learn to plan, teach and reteach if needed in a smarter way. We believe Collaborative Planning can be an effective way of accomplishing this. We must help our students who have disabilities that are highly involved become individuals who are not only self advocates, able to live and work as independently as possible, as well as be as academically proficient as they are able.

Measurable Outcome:

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

Through the implementation of Collaborative Planning we believe our teachers will be able plan, discuss and plan effective blended lesson that will help our teachers deliver the best plans possible for our students. By the end of the school year we will see improved scores on at least 15% of our students in grades 3 -10 on their end of the year progress monitoring measures, both FSAA and FAST.

Monitoring:

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

Teachers will have daily planning with weekly collaborative planning sessions which will be supported by our TOSA and district level coaches. These sessions will be designed to share and support the collaborative process as well as the identification and procurement of needed resources. We will monitor the effectiveness of Collaborative Planning by monitoring teacher participation in planning sessions, observation of lesson implementation, students interactions, teacher discussions, and student progress monitoring scores on state tests.

Person responsible for monitoring outcome:

Lacey Hawk (lhawk@my.putnamschools.org)

Evidence-based Strategy:

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

Cooperative learning is an evidence-based teaching strategy. In cooperative learning, teachers structure students' interactions and prepare them for cooperation so that students work together in small groups supporting each other's' learning processes.

Rationale for Evidence-based

Strategy:

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

Collaborative Planning is an evidence based strategy that guides teachers with the support of an instructional leader through the process of how to work and learn together as they plan lessons including classroom-based assessments by analyzing standards and creating “Essential Questions.” These Essential questions are designed to encourage questioning and discussions among students about a particular subject. The questions are intended to get students with the support of the teacher to talk about the critical content of a lesson rather than simply providing a factual answer to the question.

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.

Teachers will meet with the TOSA or a district level instructional coaches for a 45 min. period once a week to plan, review, and get any needed support. These individuals will also spend time other than this 45 min. in teachers classrooms, to model, observe and offer support. The purpose of the observation and the modeling is to help teachers gain confidence with the collaborative planning process, and to fine tune plans.

Person

Responsible

Lacey Hawk (lhawk@my.putnamschools.org)

Administration will use Effective Educators to observe teaching, to coach, and to offer any needed support. They will provide teachers timely information related to district offered professional development that will support and improve their teaching. Administration in collaboration with the TOSA, and teachers will monitor class and district progress monitoring tools to track student progress and to plan for further interventions need to support individual students. The results of these talks will drive teacher conversations during data chats. The plan is to help the student understand that the collaborative efforts to monitor academic achievement will enhance the probability of student success.

Person

Responsible

Tracy Taylor (ttaylor@my.putnamschools.org)

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

African American/Black and White students comprise the ESSA subgroups of the MLC. Regular monitoring of teachers and planning sessions, as well as the modeling and coaching support provided by the TOSA and district coaches will lead to improved standards based lessons that will be taught with fidelity. Improved teaching in conjunction with student talk related to the lessons will increase the likelihood that students will then perform better on class and district progress monitoring assessments. The review of the data with teachers prior to student data chats will create better plans of actions for individual students.

41% threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

PBIS implementation and support improve student outcomes. The MLC has two ESSA subgroups which comprise a large portion of our student population. We must improve communication and support for our students to help them grow academically. PBIS generally uses data that falls into three categories: implementation fidelity, student outcomes, and modifying or changing supports as need. The first step to using data to make decisions is to figure out which questions teams want to answer. Once they have these questions, they can figure out which data to collect. We will utilize coaching feedback and I-Observation to monitor implementation fidelity within the classrooms. For student outcomes we will use attendance, progress monitoring scores, referrals, and student feedback.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The target area will be PBIS strategies to support our students which will allow for better student engagement with academics which will lead to improve academic growth and better student/teacher relationships. Teachers will receive PD and coaching to support the implementation of PBIS strategies related to their specific students. The strategies will be discussed monthly with the TOSA and administration to monitor whether a strategy needs to be changed to be more effective. Students will have the opportunity to give input related to the strategies. Parents will be provided routine feedback through IEP meetings, phone calls, and home/school correspondence.

Describe how implementation will be progress monitored.

The implementation's progress will be monitored as mentioned above: We will utilize coaching feedback and I-Observation to monitor implementation fidelity within the classrooms. For student outcomes we will use attendance, progress monitoring scores, referrals, and student feedback. All of these tools will be monitored monthly or as needed throughout the year.

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.

Action Step	Person Responsible for Monitoring
<p>After their PD, teachers will meet with the administration on PBIS Implementation as needed. During their planning period once a week, they can reflect, plan, review, and get any needed support for their particular class. These individuals will also spend time (other than this 45 minutes) in other teachers classrooms, to model, observe, and offer support. The purpose of the observation and the modeling is to help teachers gain confidence with the collaborative planning process, and to learn or see other strategies that may be helpful in their classroom.</p>	<p>Hawk, Lacey, lhawk@my.putnamschools.org</p>
<p>Administration will use coaching data and Effective Educators to observe teaching, to coach, and to offer any needed support. Administration in collaboration with the TOSA, and teachers will monitor class and district progress monitoring platforms. For student outcomes we will use attendance, progress monitoring scores, referrals, and student feedback. Using this, we will plan for further support for whole classes or for individual students. The plan is to help the teacher understand that the collaborative efforts to monitor students in various ways will enhance the probability of student success.</p>	<p>Taylor, Tracy, ttaylor@my.putnamschools.org</p>