

Putnam County School District

Mellon Learning Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Mellon Learning Center

301 MELLON ROAD, Palatka, FL 32177

www.putnamschools.org/o/ehms

School Board Approval

This plan was approved by the Putnam County School Board on 10/17/2023.

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.

Our Mission:

The Mellon Learning Center will work collaboratively with parents and other stakeholders who are enrolling their Pre K students into school for the first time to ensure their journey into world of academic learning is positive and fruitful. The teachers and staff will work to foster and maintain an atmosphere of mutual respect among all stakeholders and create a positive learning environment in which students can grow and experience success. Our goal is to instill and cultivate a love of learning in all of our students.

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 to become 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. Parents will be provided with information about their child's academic progress as well as given opportunities to participate in school activities. The Mellon Learning Center will work hard to build and maintain positive community partners and relationships.

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
Taylor, Tracy	Principal	<p>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.</p>
Bennett, Lucas	Assistant Principal	<p>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.</p>
Stallings, Jessica	Other	<p>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.</p>
Massey, Lisa	Other	<p>Is in charge of planning, and overseeing the testing of all students on our</p>

Name	Position Title	Job Duties and Responsibilities
		campus. She ensures that families receive feedback promptly on how their child is progressing. This person is responsible for monitoring the curriculum being used and coaching/supporting teachers.

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.

Stakeholders were invited via email, face/face visits and phone calls to participate in the development of the 2023-2024 SIP. The leadership team met with select teachers, staff, student, SAC members to review last year's Ungraded Schoolwide Improvement Plan, end of the year testing data, discipline and attendance records. This information was used to obtain feedback for steps moving forward. Feedback and suggestions will be noted and any resulting changes or modifications will be made.

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))

The 2023-2024 SIP will be monitored monthly by the School Based Leadership team and by the SAC committee. Attendance, Testing, and Discipline data will be reviewed to see how these relate to the progress made toward the SIP goals. Two times per the leadership will meet with stakeholders to review data and goal progression. Feedback and suggestions will be noted. We will use the data to monitor each subgroup paying particular close attention to African American Students and White Students.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	63%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

<p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD) Black/African American Students (BLK)* White Students (WHT)* Economically Disadvantaged Students (FRL)</p>
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	
<p>School Improvement Rating History</p>	<p>2021-22: MAINTAINING 2018-19: COMMENDABLE 2017-18: MAINTAINING 2016-17: UNSATISFACTORY</p>
<p>DJJ Accountability Rating History</p>	

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	7	10	5	6	5	3	4	10	10	60
One or more suspensions	1	3	2	3	4	1	2	2	2	20
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	2	1	4
Course failure in Math	0	0	0	0	0	0	1	0	2	3
Level 1 on statewide ELA assessment	0	0	0	1	3	1	0	5	4	14
Level 1 on statewide Math assessment	0	0	0	1	3	1	2	6	4	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	5	6	4	3	1	2	5	5	35

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	1	2	2	2	4	2	0	3	6	22

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	0	0	0	1	0	0	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	3	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	4	5	6	4	2	7	5	14	78
One or more suspensions	0	1	1	2	2	1	1	1	3	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	2	0	3	1	2	4	15
Level 1 on statewide Math assessment	0	0	0	2	1	3	2	1	3	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	1	1	3	2	2	14

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	0	1	1	1	0	0	4	2	3	20

The number of students identified retained:

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

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	4	5	6	4	2	7	5	14	56
One or more suspensions	0	1	1	2	2	1	1	1	3	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	0	3	1	2	4	12
Level 1 on statewide Math assessment	0	0	0	2	1	3	2	1	3	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	1	1	3	2	2	10

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	0	1	1	1	0	0	4	2	3	12

The number of students identified retained:

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

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	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	38	53	35	38	55	30		
ELA Learning Gains				46			30		
ELA Lowest 25th Percentile									
Math Achievement*	30	34	55	32	33	42	29		
Math Learning Gains				34			23		
Math Lowest 25th Percentile									
Science Achievement*	33	33	52	24	32	54	35		
Social Studies Achievement*	44	47	68	47	42	59	33		
Middle School Acceleration		68	70		41	51			
Graduation Rate		90	74	73	32	50	60		
College and Career Acceleration		53	53		49	70			
ELP Progress		51	55		70	70			

* 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	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	136
Total Components for the Federal Index	4
Percent Tested	94
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	291
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	73

ESSA Subgroup Data Review (pre-populated)

2022-23 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	34	Yes	1	
ELL				
AMI				
ASN				
BLK	48			
HSP				
MUL				
PAC				

2022-23 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%
WHT	26	Yes	2	1
FRL	38	Yes	1	

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	42			
ELL				
AMI				
ASN				
BLK	40	Yes	1	
HSP				
MUL				
PAC				
WHT	34	Yes	1	
FRL	48			

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)

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			30			33	44				
SWD	29			30			33	44			4	
ELL												
AMI												
ASN												
BLK	50			46							2	
HSP												

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	17			21			27	40			4	
FRL	33			35			47				3	

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	46		32	34		24	47		73		
SWD	35	46		32	34		24	47		73		
ELL												
AMI												
ASN												
BLK	53	54		30	21							
HSP												
MUL												
PAC												
WHT	17	32		30	47		30	50				
FRL	38	55		33	39			55		70		

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	30	30		29	23		35	33		60		
SWD	30	30		29	23		35	33		60		
ELL												
AMI												
ASN												
BLK	57	53		43	38		50					
HSP												
MUL												
PAC												
WHT	16	17		24	17		29					

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
FRL	33	35		29	24		29					

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
10	2023 - Spring	*	41%	*	50%	*
05	2023 - Spring	*	45%	*	54%	*
07	2023 - Spring	*	36%	*	47%	*
08	2023 - Spring	*	32%	*	47%	*
09	2023 - Spring	*	35%	*	48%	*
04	2023 - Spring	*	44%	*	58%	*
06	2023 - Spring	*	45%	*	47%	*
03	2023 - Spring	*	36%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	60%	*	54%	*
07	2023 - Spring	*	21%	*	48%	*
03	2023 - Spring	*	45%	*	59%	*
04	2023 - Spring	*	51%	*	61%	*
08	2023 - Spring	*	51%	*	55%	*
05	2023 - Spring	*	46%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	15%	*	44%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	*	42%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	25%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	39%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	45%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	42%	*	63%	*

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.

We are a center school, therefore, we do not have 10+ students in any of the traditional components to track and this makes it difficult to have comparative data to analyze. Approximately 55% of our student

population takes the FSAA, and other students take general education assessments. We historically track graduation cohort data, progress from assessment to assessment throughout the year and year to year progress on current students.

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

We have had the biggest decline in our referral incidents. Examining the referrals, and discussion among our team lead us to believe this is do to the following factors: 1. An improvement in the tracking of student behavior, 2. An improvement in behavioral expectations from situation to situation across the school 3. An over all higher expectation of appropriate student behavior on campus.

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 math scores of students who are not alternatively assessed show the greatest gap when compared to the state average because of the inconsistent use of manipulatives to help our students process and develop a broader understanding of math content.

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

ELA scores across our center school (because we do not have 10+ in any category) showed the most improvement when compared to students in previous years. Data analysis shows we overall had 3 times the number of students proficient over previous years. We have spent the last year focusing on our teachers and the rigor of instruction in our classrooms. They have had building and district level support both through PD and classroom visits.

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

When reviewing our EWS data, our number of students with 18 or more absent days from school is very high. We continue to have a high number of generally assessed students scoring a level 1 on state assessments. The need to utilize blended classrooms makes Tier 1 instruction difficult. We continue to try to focus on improving the instructional models within our classrooms.

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

1. Mathematics instruction - We believe a return to the use of more and consistent use of manipulatives will help our students process and develop a broader understanding of math content.
2. ELA rigor and intervention - for all students.

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 Other**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.

A review of our EWS data and our teacher attendance data from 22-23 school year indicates a need to focus on attendance of students and staff. We will provide professional learning opportunities to address a positive culture and environment and improve this initiative during the upcoming school year. There are built in early release days each month where the staff will participate in these structured PL opportunities.

Measurable Outcome:

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

Number of absences by staff and students will decrease by 5% by the end of the 2023-2024 school year. This will be determined through Skyward Students attendance records and Staff Attendance records.

Monitoring:

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

The Area of Focus will be monitored by administration so we can make adjustments as necessary.

Person responsible for monitoring outcome:

Lucas Bennett (lbennett@my.putnamschools.org)

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.)

The evidence-based intervention being implemented for this Area of Focus is implementation of structured professional learning that results in change in teacher knowledge and practices including three component, MTSS Attendance Intervention System.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective professional development is defined as structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes. Professional learning is conceptualized as a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning. Thus, formal PD represents a subset of the range of experiences that may result in professional learning.

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 3 - Promising 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.

Administration will follow the guidelines provided in the Attendance Strategy Guide 2.0. It will be implemented using the guide and attendance will be monitored using Skyward.

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

By When: Quarterly monitored throughout the school year.

#2. Instructional Practice specifically relating to Small Group Instruction

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.

The Mellon Learning Center's ESSA subgroups are African American and White. Research has shown that small group instruction is highly effective in remediating and instructing students. Students need a high number of presentations and generally perform better in small groups vs. large groups.

Measurable Outcome:

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

If we improve our implementation of Academic Teaming then our ESSA subgroups of students will demonstrate a 20% increase in proficiency on their end of the year FAST data over last year.

Monitoring:

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

Administration will monitor this area of focus through two means. The first will be monitoring of small group planning and instruction by teachers using Marzano and support following PD related to targeted small group instruction. Secondly, we will monitor student growth through PM 1 and 2.

Person responsible for monitoring outcome:

Tracy Taylor (ttaylor@my.putnamschools.org)

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.)

High Leverage Practices 18 - Use Strategies to Promote Active Student Engagement. This strategy provides students with frequent and varied opportunities to respond and encourages students to engage with peers as well. Through effective promotion of student engagement, teachers will acquire and implement a wide repertoire of research-supported active student response practices such as fluency-building activities, guided notes, class-wide peer tutoring, digital tools, and collaborative learning strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increasing the number of students scoring a level 3 or higher on FAST data will reduce or eliminate our ESSA subgroups. We will improve our implementation of Academic Teaming. Promoting active student engagement has an Effect Size of .82, when implemented with fidelity, we expect to see growth. We will use PCSD's Trend Walk tool that has an element that focuses on students interacting with partners and teams.

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 4 - Demonstrates a Rationale

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.

Administration and TOSA will monitor the implementation of Academic Teaming during small group instruction. Feedback will be given to teachers and changes in practices to improve Academic Teaming will be the ultimate outcome of the cycle.

Person Responsible: Lucas Bennett (lbennett@my.putnamschools.org)

By When: This will be ongoing but we expect to see a change by the closure of PM 2 window.

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).

District staff from multiple departments support schools with additional funding to ensure schools supplement and do not supplant.

With allocated funds for school improvement, such as UniSIG, school leaders must seek approval through the Department of Strategic Initiatives and School Improvement before expending funds. This collaboration ensures that expenditures follow grant RFPs, are aligned with approved budgets, and meet school needs based on data.

The district has ongoing systems in place to provide resources to schools based on needs. Along with a general fund set-aside for school improvement, district staff from multiple departments provide additional support throughout the school year when student, teacher, and school needs are identified.

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.

Mellon Learning Center Web page link: <https://mellon.putnamschools.org/o/ehms>

The Mellon Learning Center will disseminate information of our SIP, CNA, and the PFEP in the following ways. The SIP and PFEP will be posted on our schools web page. All three documents will be in a binder at the front desk and available for parents to review upon request. Parents will be notified of the availability of these documents in the front office at registration, during our annual Title 1 meeting, our SAC meetings, on our school web site and during Open House. These documents will be reviewed and feedback requested at each of the 4 annual SAC meetings.

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))

Mellon Learning Center Web page link: <https://mellon.putnamschools.org/o/ehms>

Administration and staff actively work to cultivate and maintain positive relationships with our parents, families, and other community stakeholders to fulfill our mission, to support our students academic and emotional growth and to keep parents informed of their child's progress. Administration maintains an open door policy for all families and stakeholders, we have adopted the policy of returning all phone calls within 24 hours so that all stake holders understand they have access to administration for information. We encourage parents to visit our campus during special events and programs throughout the year. Parents and stakeholders are made aware of these events through Appetgy, FaceBook, and our school web page.

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)

The MLC has identified Math and ELA as areas of focus for the 2023-2024 school year. We will use Title 1 funds to purchase additional math manipulative items to help student develop stronger foundational skill and to help them move to more abstract concepts. We have increased the amount of math instruction within student schedules to allow for more time to practice, skills or to increase rigor for students who have mastered current benchmarks. A second area of focus will be on the rigor of ELA instruction and reading intervention for all students. This will be accomplished through the use of on site coaching, district coaching support and PD. Administration will expect and inspect the adherence to bell to bell instruction in all areas.

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))

In accordance with ESSA Section 118 (b) { 2}, the methodology used to allocate State and local funds to each school receiving assistance under Title I, Part A ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support, not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. Expenditures of all Federal title funds at the school level are monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are

monitored both in the CNA and quarterly district-admin data conversations.

Schools implementing CSI, TSI, or ATSI activities may use available funds, including Federal title funds, to support implementation of identified activities in the schoolwide improvement plan.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

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))

N/A

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))

The Mellon Learning Center works cooperatively with our district high schools to provide mainstreaming onto their campuses for post secondary opportunities whenever possible. We also work with Vocational Rehabilitation and the ARC to explore work site training programs for our students who are able.

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).

N/A

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))

N/A

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))

N/A

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: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$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