

Columbia County School District

Melrose Park Elementary School



2017-18 Schoolwide Improvement Plan

Melrose Park Elementary School

820 SE PUTNAM ST, Lake City, FL 32025

<http://mpe.columbiak12.com/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	D*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Columbia County School Board on 11/28/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Melrose Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Parents, teachers, staff and community members will work together to provide quality educational programs that focus on the total development of the child.

b. Provide the school's vision statement.

Melrose Park Elementary is a learning community where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe, supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school learns about students' cultures and builds relationships between teachers and students by reaching out to all families through parent and family engagement events such as: Open House, Parent Conferences, PTO meetings, etc. At these events, teachers are able to have personal and academic conversations with students and their families that help build relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school creates an environment where students feel safe and respected through the implementation of the Tiger Pride school wide positive behavior plan. Students are encouraged to excel through positive relationships with faculty and staff. Respect is built through positive reinforcement of behavior. Students are expected to exhibit acquisition of the positive behavior and work habit traits. Students are rewarded through a token economy system.

Teachers create a safe and respected learning environment in their classroom by incorporating learning strategies that target varying abilities of students, providing positive feedback to students, and creating structure through routines and procedures.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school creates an environment where students feel safe and respected through the implementation of the Tiger Pride school wide positive behavior plan along with CHAMPS. Students are encouraged to excel through positive relationships with faculty and staff. Respect is built through positive reinforcement of behavior. Students are expected to exhibit acquisition of the positive behavior and work habit traits. Students are rewarded through a token economy system. This system works to keep students engaged and self motivated. The Tiger Pride system outlines the clear and concise expectations of the school.

Teachers create a safe and respected learning environment in their classroom by incorporating

learning strategies that target varying abilities of students, providing positive feedback to students, and creating structure through routines and procedures. Teachers are expected to follow the disciplinary protocols within CHAMPS guidelines. First, teachers should discuss issues with the student. Then, contact the parent/guardian. Next, conference with the guidance counselor. Last, referral to administration.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Melrose Park Elementary ensures that the social-emotional needs of all students are met by the following:

- School Based Leadership Team meets weekly to discuss students with barriers to academic and social success;
- "Parkview Lunch Buddies" programs are utilized with students in need of positive adult interactions and positive feedback throughout the school day;
- Instruction and various campus activities that address social/emotional needs of students; Reading Pals - United Way & Reading Dogs
- Connect students to agencies who have Cooperative Agreements or are on campus (Meridian, CARES, RHA, Hospice Harry's Kids, Haven Hospice, Interface, Homeless Coalition, etc.);
- Develop and implement a comprehensive intervention program (Response to Intervention) with dedicated time to: (1) Assessing the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identifying interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluating the intervention and evolve (Evaluation).
- Students engage with identified staff (i.e. school counselor, school social worker, school-based team leader) to provide a differentiated delivery of services based on student/school need. This Includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
- Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Melrose Park Elementary analyzes the following data to determine if students are in one or more categories for early warning of failure and dropping out of school:

- Attendance below 90 percent, regardless of whether absence is excused, unexcused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

If students are identified as meeting 2 or more of these early warning indicators, a system is in place to identify and provide the appropriate intervention and monitor the student's progress with the intervention. Truancy is monitored by the classroom teacher and Principal. A discipline folder for each student receiving a referral is maintained in the front office. When students reach 3 or more referrals,

the behavior Rtl process is put in place. Students receiving a Level 1 on state assessments or receives a failing yearly average in ELA or Math receive immediate intensive intervention in the area(s) of need.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	17	19	15	14	12	10	0	0	0	0	0	0	0	87
One or more suspensions	4	3	5	8	11	13	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	4	3	11	8	6	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	33	41	36	0	0	0	0	0	0	0	110

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	4	3	20	22	13	0	0	0	0	0	0	0	65

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

All teachers at Melrose Park Elementary maintain attendance online through FOCUS. When students begin to display patterns of truancy, the teacher begins a Truancy Folder. Parent contact is made before the Truancy Folder is started and continues throughout the process. Parents are encouraged by the school and the District to bring their students to school everyday and to arrive before the tardy bell rings.

Students receiving multiple referrals are referred to the Guidance Counselor to begin the Behavior Rtl process. Parent contact is made with each referral by the teacher and/or administration and throughout the Behavior Rtl process. The Behavior Rtl process looks at the whole student and patterns in the behavior. Strategies are then implemented to help the student be successful in school.

All teachers at Melrose Park Elementary maintain a data binder with academic information about each student. Teachers meet with the School Based Leadership Team at Data Meetings to discuss students that are showing indicators of failure. Students that are in danger of not mastering grade level expectations are referred to the Academic Rtl process. Through this process, the student's area(s) of need are identified and matched with intervention strategies to improve academic success.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/467486>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school incorporates a banner program in which we have local businesses and community partners purchase a banner that is placed on our fence for advertisement. The proceeds from this program are used to support parental involvement activities including Curriculum Nights. The names of the businesses and community partners are also placed in our monthly parent newsletter. Columbia Bank has partnered with Melrose Park Elementary by supplying school supplies for our students.

Our school also collaborates with local community service providers to provide presentations to parents and students.

Our school also partners with local churches to secure volunteers to mentor and work with students, provide bookbags and weekend snack packs.

Our school is provided with donations from many local businesses for parent involvement and PTO events. We also have community members who come into our school and read to and with our students to promote literacy.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Syreeta	Principal
Lord, Jennie	Administrative Support
Smithy, Stephen	Administrative Support
Holme, Jennifer	Administrative Support
Sanders, Tracy	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The purpose of the MTSS Leadership Team in our school is to ensure high quality instruction/ intervention is matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS Leadership Team reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high-performing students. The major goal is for all students to achieve proficiency and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data. The MTSS/RTI Team also works closely with district level staffing specialists, psychologists, ESE teachers, and regular education teachers to ensure that the MTSS plan is carried out with fidelity.

Team Members/ Function:

Syreeta Jackson-Lee Principal- Classroom observations, Fidelity of Plans
Jennie Lord,- RTI/MTSS Coordinator
Jennifer, Curriculum Resource Teacher
Stephen Smithy, Behavior Resource Teacher
Tracy Sanders, Instructional Coach
Laretha Hendon, Guidance Counselor

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS and SIP structures used at Melrose Park use data based problem solving processes to address effective core instruction, resource allocation, teacher support systems, and small group and individual student needs. We continually monitor our MTSS and SIP throughout the year based on soft and hard data collected at various intervals. The MTSS Team uses the problem solving process to:

- * Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/ Intensive)
- *Based on student data, recommend, coordinate, and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
- * Determining scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
- * Reviewing and interpreting student data.
- * Strengthening the core curriculum instruction through supportive coaching, management of resources, and providing professional development in research based instructional strategies.

We do not currently have Migrant Children enrolled at our school. If and when Migrant Children come to our school, they will be identified under the MTSS system and will receive appropriate services through MTSS.

Title I, Part A

We receive funding that is allocated for the faculty and staff salaries, teacher in-service, educational materials and supplies, Professional Development and Parent Involvement activities which provide additional academic help in the classrooms.

Title I, Part C- Migrant

The Title I, Part C- Migrant Education Program (MEP) will closely monitor migrant student progress at each school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liason between the student's family and school.

Title II

Professional development in accordance with the District plan.

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs

Per state statute, the district has adopted and now implements a district-wide bullying policy. The Too Good for Drugs and Too Good for Violence programs are used in Kindergarten through Fifth Grade. School Resource Officers are on-call for all Elementary schools. The school has a Crisis Prevention Team in place. A counselor from Meridian frequently meets with students who need counseling. Several teachers are CPI certified to handle crisis situations.

Nutrition Programs

Free breakfast and lunch is provided for all students by the School Breakfast Program and the National School Lunch Program. Physical Education teaches a Nutritional Unit to Kindergarten through Fifth Grade students. The University of Florida Nutrition Education Program visits and provides valuable information and activities for the First through Fifth grade students. Melrose Park Elementary is participating in the Fresh Fruit and Vegetable Program for the 2015-2016 school year. This is a federally assisted program providing free fresh fruits and vegetables to students in participating elementary schools during the school day.

Head Start

Information is received regarding new Kindergarten students from the local Head Start Program if available.

Pre-K Handicapped is provided for students with disabilities. Voluntary Pre-K is provided at Melrose Park Elementary for 4-year-olds, and one class of 3-year olds.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Stephen Smithy	Teacher
Jennifer Holme	Teacher
Syreeta Jackson-Lee	Principal
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council will review the FSA data from the 2016-2017 school year when released. SAC members plan to discuss areas that have shown growth and discuss strategies for improving areas that need development.

b. Development of this school improvement plan

The SAC members came together and reviewed the school data from the 2016-2017 school year. We identified areas needing improvement at Melrose Park Elementary. The SAC members discussed our goals for the school, barriers that would prevent us from reaching those goals, and strategies and resources that we can utilize to reduce the barriers. After completion of the School Improvement Plan, SAC members will review a draft, make suggestions for additions and changes, and approve the School Improvement Plan.

c. Preparation of the school's annual budget and plan

A portion of funds provided in the annual General Appropriations Act for use by School Advisory Councils must be used for implementing the School Improvement Plan. The budgeted amount for Melrose Park Elementary was received from the District office. School Advisory Council members were made aware of the budgeted amount and devised a plan on how to spend those funds on student achievement to support the School Improvement Plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Advisory Council members for the 2016-2017 school year were unable to vote and approve funds due to no funding being available.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Currently, Melrose's SAC does not meet the ethnicity requirements regarding membership. However, SAC is working to recruit new members to meet this requirement soon.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jackson, Syreeta	Principal
Gasparrini, Amy	Instructional Media
Sanders, Tracy	Administrative Support

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our Media Specialist, Amy Gasparrini, is the LLT Chairperson. She provides extensive expertise in data analysis, reading interventions and strategies. Mrs. Gasparrini supports literacy school wide through the use of the Accelerated Reader Program. She promotes the use of the program with point club incentives, such as displaying and reading names on the morning message and special prizes for achieving goals. Mrs. Gasparrini works with the LLT to ensure that literacy is promoted throughout the school.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Melrose Park faculty has identified this as a barrier to increasing student achievement. Through the 8 step problem solving process, a plan has been developed to provide professional development on establishing and supporting a common planning structure.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Partnerships between middle and high schools and local colleges are being established to increase interest in teaching. At Melrose Park Elementary, we utilize interns from Florida Gateway College and St. Leo University. We support beginning teachers by assigning them to a veteran mentor teacher who has completed the Clinical Educator Course through NEFEC. To further the district's efforts to retain highly qualified reading teachers, teachers are given a variety of opportunities to receive endorsements in reading and ESOL.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentoring program at Melrose Park Elementary pairs beginning teachers with highly qualified mentor teachers who have completed the Clinical Educator Course through NEFEC. Mentoring activities include the following: support in weekly planning, analysis of student work/data, developing assessments, observing lessons and providing feedback, conferencing and problem solving.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school purchases state and county adopted textbooks that are reviewed by a committee for alignment to the Florida Standards. Curriculum Maps and the District Reading Plan along with grade level district instructional planning guides are used to ensure that the Florida Standards are being taught using appropriate resources. Teachers are working collaboratively with Leadership Team to ensure that they are teaching lessons from the core instructional materials based on the Florida Standards. The Leadership Team is modeling the development of common planning and common assessments. Melrose Park is also utilizing the Leveled Literacy Instruction Program to supplement the instruction. It is being used for remediation purposes.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers in collaboration with the Leadership Team analyze data using the following progress monitoring tools: Performance Matters, iReady Reading and Math . At grade level Data Meetings, students are identified as meeting criteria for initiating the Rtl process or increasing the amount of intervention to Tier 3. "Bubble students" are also identified and provided additional support with instruction to help them attain proficiency on state assessments. Student data in the classroom is continually monitored for mastery of grade level standards through mini-assessments, assignments, and exit tickets. Based on data, teachers provide differentiated instruction through literacy and math centers, Rtl, and supplemental instructional materials such as Accelerated Reader and Accelerated Math. Teachers utilize flexible grouping with centers, and students are moved in and out of center groups based on data.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 7,200

Title I Summer Enrichment Program-The Extended Year Learning Opportunities is offered during the months of June and July (24 days) to provide 120 hours of intensive remediation to students in grades K through 8 that are low-performing and/or non-proficient and are not meeting requirements in reading and/or math.

The state mandated Summer Reading Camp for 3rd grade students will be held during the summer as mandated using state and local funds.

Strategy Rationale

The Title I Summer Enrichment program will provide remediation to those students who are low-performing and/or non-proficient during the summer months. The purpose of providing this extended learning opportunity is to assist the identified students with closing the learning gap with their peers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

State and local assessment scores will be collected and used to determine if students who attended the summer programs showed proficiency or adequate growth on assessments.

Strategy: After School Program

Minutes added to school year:

STEM focused aftercare enrichment program for all students grades K-5, funded by the SIG-4. Students receive tutoring, enrichment activities, and hands on science investigations.

Strategy Rationale

After school program will provide students with additional learning opportunities and project based learning activities that are STEM focused.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jackson, Syreeta, jacksons@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring will be collected and analyzed to determine if students who attended aftercare made progress and growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Pre-Kindergarten Program. Parent involvement events for transitioning children into Kindergarten include Kindergarten Round-up and Orientation provided in the Spring of each year. These events provide an opportunity to meet the teachers and hear about the academic program and grade level expectations. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

5th grade students are given an opportunity to participate in a walk-through orientation at the appropriate middle school.

In Columbia County Public schools, all Kindergarten children are assessed for Kindergarten Readiness using the Florida Kindergarten Readiness Screener (FLKRS). The state selected assessment contains a subset of the work sampling system. The instruments used in the screening are based upon the Florida Voluntary Pre-Kindergarten (VPK) Education Standards.

Parents are provided a letter from Pam Stewart, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Melrose Park will implement an enhanced MTSS district-wide, as a systematic, daily "way of work" accomplished with fidelity and consistency, matched to the needs of each student, teacher, administrator, school, and its stakeholders.

- G2.** Melrose Park will provide engaging parent involvement activities to increase student achievement outcomes and build capacity.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Melrose Park will implement an enhanced MTSS district-wide, as a systematic, daily "way of work" accomplished with fidelity and consistency, matched to the needs of each student, teacher, administrator, school, and its stakeholders. 1a

G096400

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	51.0

Targeted Barriers to Achieving the Goal 3

- Limited resources to provide relevant standards-based instruction across the school
- The current behavioral and academic components of the district's MTSS process are not implemented correctly
- Recruitment and retention of highly effective instructional staff for hard to staff schools
- Infrastructure at the school does not support the number of students who need intervention. There is not enough time or personnel to provide quality intervention. Some students do not start school with the requisite foundational knowledge and skills required to be successful learners and this causes a need for intensive intervention immediately. (increased learning time)
- Limited STEM resources (STEM kits/materials, STEM coach/teacher)
- Consistent understanding of implementing standards-based data-driven differentiated instruction through UDL and how it relates to MTSS

Resources Available to Help Reduce or Eliminate the Barriers 2

- Software, Internet, Educational Websites
- Manipulatives
- Renaissance
- Read Naturally
- Tradebooks (small group and classroom sets), Guided reading sets
- SRA kits
- County Adopted Reading, Math, and Science Textbooks
- Volunteers
- Tutors Funded by Title I
- ESE Services and Inclusion Teacher
- Progress Monitoring Assessments
- Kagan strategies
- SUMS Math and Science
- Instructional Coach
- FOCUS books

- Technology
- Curriculum Resource Teacher
- DA Training
- Ready Florida

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data, PD Sign-In Sheets, Classroom Walk-throughs, and Lesson Plans.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/14/2017 to 6/4/2019

Evidence of Completion

Formative assessment data, State assessment data

G2. Melrose Park will provide engaging parent involvement activities to increase student achievement outcomes and build capacity. 1a

G096401

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	74.0
FCAT 2.0 Science Proficiency	70.0
FSA Mathematics Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Schedule Conflicts
- Communication Not Getting Home
- Parents have difficulty assisting with homework
- Childcare for student and other siblings

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student incentives (i.e. free homework pass)
- Parent incentives (i.e. gift cards)
- Food
- Tech Lab/Computers
- Parent Resource Room and Materials for Checkout
- PTO
- Curriculum Resource Teacher
- Classroom Teachers
- Media Specialist
- Instructional Coach

Plan to Monitor Progress Toward G2. 8

Sign-in sheets with total number of parents in attendance at school functions will be collected and reviewed to see if there is an increase in parental attendance.

Person Responsible

Jennifer Holme

Schedule

On 6/2/2018

Evidence of Completion

Sign-in sheets showing total number of parents in attendance at events

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Melrose Park will implement an enhanced MTSS district-wide, as a systematic, daily "way of work" accomplished with fidelity and consistency, matched to the needs of each student, teacher, administrator, school, and its stakeholders. **1**

G096400

G1.B1 Limited resources to provide relevant standards-based instruction across the school **2**

B259395

G1.B1.S1 Additional research-based instructional materials and technology will be purchased to provide rigorous core instruction as well as timely differentiated instruction. **4**

S274736

Strategy Rationale

Additional instructional materials and technology are needed to provide teachers and students with rigorous research-based core instructional materials as well as materials for differentiated instruction to be utilized for intervention. The materials are needed for all grade levels in order to promote developmentally appropriate, culturally and linguistically responsive instruction across the content areas. The inclusion of students with disabilities in a Universal Design for Learning framework prompts the need for additional learning materials so that all students can access and participate fully in all learning opportunities.

Action Step 1 **5**

Identify the priority areas of need for curriculum and technology purchases and the audience for whom they are intended. Make purchases for materials that are research based and will meet the needs of MPE's diverse student population.

Person Responsible

Syreeta Jackson

Schedule

Evidence of Completion

Expenditure requests and purchase orders

Action Step 2 5

Professional development will be provided to ensure fidelity of implementation/use of intervention materials

Person Responsible

Syreeta Jackson

Schedule

Evidence of Completion

Lesson plans, coaches logs

Action Step 3 5

Melrose will hire tutors to work with lowest quartile students in ELA.

Person Responsible

Syreeta Jackson

Schedule

Monthly, from 10/16/2017 to 5/7/2018

Evidence of Completion

Tutor logs, student progress monitoring folders

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The district will monitor all purchases made with SIG funds

Person Responsible

Syreeta Jackson

Schedule

Evidence of Completion

Expenditure requests and purchase orders

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The district will monitor the purchase and use of all instructional materials. Instructional coaches assigned to each school will provide professional development in the use of curriculum materials as needed.

Person Responsible

Schedule

Weekly, from 6/5/2017 to 6/4/2018

Evidence of Completion

Purchase orders, coaches logs, Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School based administration will monitor the use of technology and online programs (iReady, AR, Study Island)

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 9/4/2017 to 5/28/2018

Evidence of Completion

Program usage reports , walk-throughs, lesson plans

G1.B1.S2 A project manager will be hired to support the MTSS process **4**

 S274737

Strategy Rationale

A project manager will be provide support to the school in the implementation of the project, as well as, with providing assistance and support with monitoring all aspects of the grant including fidelity or implementation and effectiveness.

Action Step 1 **5**

Hire a project manger to provide support to the school to implement and monitor the SIG4 project.

Person Responsible

Syreeta Jackson

Schedule

Evidence of Completion

Agendas, minutes from implementation, technical assistance and monitoring activities.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

The CCSD will hire a project manager to provide guidance and technical assistance to the school in project implementation and monitoring for fidelity of implementation and effectiveness

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/1/2017 to 9/29/2017

Evidence of Completion

Agendas, minutes from implementation, technical assistance and monitoring activities.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Action research relating to effective implementation of the Early Learning Model at MPE

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/1/2017 to 6/4/2018

Evidence of Completion

Action research

G1.B2 The current behavioral and academic components of the district's MTSS process are not implemented correctly 2

 B259396

G1.B2.S1 A school wide MTSS coach will be added to the MPE staff to help facilitate the MTSS needs of students. The coordinator will exhibit a through understanding of how to implement the process of MTSS with fidelity. 4

 S274738

Strategy Rationale

A full time MTSS Coach will ensure that faculty and staff understand , implement, and monitor the MTSS process with fidelity to meet the academic and behavioral needs of students.

Action Step 1 5

An MTSS Coach will be hired to provide support to the students and staff at MPE

Person Responsible

Syreeta Jackson

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The school's administration will meet with the MTSS coordinator and social worker each month to monitor the MTSS implementation at MPE

Person Responsible

Syreeta Jackson

Schedule

Monthly, from 8/1/2017 to 6/4/2018

Evidence of Completion

MTSS Documentation, social worker logs, administrator's calendar

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The school's leadership team

Person Responsible

Schedule

Evidence of Completion

G1.B2.S2 A full time social worker will be hired to assist with the social/emotional needs of students and will serve as a liaison for community resources to assist families in need. 4

S274739

Strategy Rationale

A full time social worker is needed to support the overwhelming numbers of students coming to school with social and emotional needs. This staff member will support students in large groups and individually to address student issues which often impact performance and behavior. The position will allow on-site accessibility to comprehensive services to be provided that will meet the social/emotional needs of students and heighten academic benefit. While the student referral rate dropped from 274 in 2014-15, to 85 in 2015-16, the previous upheaval in school staff has created an inconsistent application of school rules and expectations. MPE has adopted a formal discipline plan and is working to establish a universal understanding of the positive behavioral support system so that it is seamless across the school. A full-time social worker to help support the social and emotional needs of students will positively impact student behaviors. MPE students had the largest increase in truancy rates across district schools during the 2015-2016 school year from 9% (in 2014-2015) to 12.1% (2015-2016). Early warning indicators will be analyzed by school staff to help provide early intervention efforts. Additionally, a full-time social worker will positively impact student attendance.

Action Step 1 5

A social worker/mental health counselor will be hired to provide social/emotional support to the students at MPE.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 6/5/2017 to 6/4/2018

Evidence of Completion

CAT meeting minutes, agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Quarterly reports will be given to the CAT on the use of a social worker to address the social/emotional needs of MPE students.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 6/5/2017 to 6/4/2018

Evidence of Completion

CAT meeting minutes, agendas

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

School administration will meet with the district lead on a quarterly basis to review the effectiveness of using a social worker at MPE.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 6/5/2017 to 6/4/2018

Evidence of Completion

Social worker logs of student interaction /community referrals.

G1.B2.S3 Additional professional development will be provided to staff regarding the Multi-Tiered System of Supports and its proper implementation to help support struggling students. 4

S274740

Strategy Rationale

There is inconsistent application of MTSS for struggling students across the school.

Action Step 1 5

Additional professional development will be provided to MPE staff regarding the use of MTSS to support student needs. Action research regarding the successful implementation of school reform via MTSS will be shared.

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/1/2017 to 8/1/2018

Evidence of Completion

The school's leadership team will monitor the implementation of MTSS to support struggling students.

Action Step 2 5

Provide funding for the school principal and one district level administrator to attend the Commissioner's Leadership Academy

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/1/2017 to 8/1/2018

Evidence of Completion

Agenda from Academy

Action Step 3 5

CRT, BRT, and Instructional coach will be used to provide professional development and support teachers and parents.

Person Responsible

Schedule

Daily, from 8/14/2017 to 6/4/2018

Evidence of Completion

Coach's logs, behavior referrals, parent and family engagement monthly summaries.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

The leadership team will monitor the MTSS process and the number of students referred/needing services

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 6/5/2017 to 6/4/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

The leadership team will monitor the MTSS process and the number of students referred/needing services.

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 6/5/2017 to 6/4/2018

Evidence of Completion

MTSS documentation and parent conference forms

G1.B3 Recruitment and retention of highly effective instructional staff for hard to staff schools 2

B259397

G1.B3.S1 Offer sign-on bonuses for targeted teachers with the proven ability to deliver highly effective student growth. 4

S274741

Strategy Rationale

Hanushek, Kain and Rivkin (2001) conducted a study and concluded that schools with high percentages of minority students who perform poorly academically might have to pay from 20-50% more in salary than schools serving predominately white or Asian, academically successful students. It is challenging to recruit teachers with a record of effectiveness for MPE due to its reputation as a low achieving school with poor minority students and many barriers to overcome. Offering one-time sign-on bonuses of \$5000 will be a major incentive for teachers to make the decision to teach at MPE, particularly during these difficult economic times.

Action Step 1 5

Obtain an MOU with the CTA regarding the sign-on bonuses.

Person Responsible

Syreeta Jackson

Schedule

On 8/31/2017

Evidence of Completion

VAM scores or district growth scores

Action Step 2 5

Inform the staff at Melrose Park Elementary about the sign-on bonus recruitment process for qualified teachers and the criteria for applying as an instructor at the school.

Person Responsible

Syreeta Jackson

Schedule

On 8/1/2017

Evidence of Completion

Meeting notes

Action Step 3 5

Advertise positions and qualifications for teachers, interview, and select teachers with interview committee members.

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/1/2017 to 10/9/2017

Evidence of Completion

Job postings

Action Step 4 5

Arrange for \$5000 sign-on bonuses to be paid to teachers after selection process is complete.

Person Responsible

Syreeta Jackson

Schedule

On 6/4/2018

Evidence of Completion

District monitoring records

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Ensure that teachers selected for interviews have at least one year of "Highly Effective" VAM student growth scores (grades 4-5) or "Highly Effective" district growth scores (grades preK-3)

Person Responsible

Syreeta Jackson

Schedule

On 8/31/2017

Evidence of Completion

VAM scores or district student growth scores

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration and district staff will monitor the number of teachers who fulfill contractual obligations and continue to maintain "Highly Effective" VAM and/or "Highly Effective" student growth.

Person Responsible

Syreeta Jackson

Schedule

On 1/8/2018

Evidence of Completion

Teacher evaluations, Student growth/VAM data

G1.B3.S2 Annual performance bonuses will be given to staff for improving the school grade. All staff members will be included so as to create a collaborative culture and convey that everyone is important to the success of the school. 4

S274742

Strategy Rationale

The performance bonus will only be rewarded if the school improves their school grade or maintains an "A" school grade. This strategy will build community and increase collaboration as well as a positive school culture among all staff. A substantial bonus will increase the pool of teachers willing to remain at the school and honor their 3 year commitment.

Action Step 1 5

If MPE improves their school grade or maintains an "A" school grade, bonuses of \$5000 will be paid to all instructional staff and administration while bonuses of \$1000-\$1500 will be paid to all non-instructional staff.

Person Responsible

Syreeta Jackson

Schedule

On 6/4/2018

Evidence of Completion

Secure list of staff payouts and school grade designations

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Gather number and percent of "Highly Effective" teachers recruited in year one that remain at the school in subsequent years.

Person Responsible

Syreeta Jackson

Schedule

On 8/1/2020

Evidence of Completion

Report of "Highly Effective" teachers hired in year one that remain at MPE in subsequent years.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

The school will compile the number and percent of teachers receiving bonuses in all years at MPE.

Person Responsible

Syreeta Jackson

Schedule

On 8/31/2023

Evidence of Completion

Reports of teachers receiving bonuses

G1.B3.S3 Annual performance bonuses will be given to classroom teachers whose student gains indicate "Highly Effective" student VAM or district measured student growth scores. 4

S274743

Strategy Rationale

Performance bonuses recognizing the efforts of teachers earning "Highly Effective" student growth scores will serve as a positive motivation for exemplary teachers to commit to MPE for at least three years. A substantial bonus of \$5000 for "Highly Effective" student growth scores will help build a culture of excellence and high expectations for all students.

Action Step 1 5

Student growth scores for classroom teachers will be gathered (either VAM or student growth by district assessments for non-VAM instructional staff). Bonuses of \$3000 will be paid to classroom teachers with "Highly Effective" student growth scores.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/3/2020 to 8/3/2023

Evidence of Completion

Report of the number and percent of teachers with "Highly Effective" student growth will be monitored.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

The number and percent of teachers earning "Highly Effective" student growth scores will be monitored.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/3/2020 to 8/3/2023

Evidence of Completion

Report of the number and percent of teachers with "Highly Effective" student growth will be monitored.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

The number and percent of teachers earning "Highly Effective" student growth scores will be monitored.

Person Responsible

Schedule

Annually, from 8/3/2020 to 8/3/2020

Evidence of Completion

Report of the number and percent of teachers earning "Highly Effective" student growth scores

G1.B3.S4 Additional professional development will be given to MPE staff regarding the Copeland evaluation system adopted by CCSD. The PD will encompass the components of the evaluation system and ensuing best practices that will lead to "Highly Effective" evaluations and student growth. 4

S274744

Strategy Rationale

Any evaluation system needs to be transparent and thoroughly understood by staff. Additional professional development will allow a close examination of the indicators for "Highly Effective" scores in teacher practice which will lead to greater student achievement. A keen understanding of the Copeland evaluation system will lead to greater teacher satisfaction and understanding of exemplary school culture. An analysis of Copeland evaluations conducted at MPE show that 50% of MPE teachers earned a "Highly Effective" classroom practice evaluation, 39% earned an "Effective" classroom practice evaluation, and 11% scored a "Needs Improvement" classroom practice evaluation for the 2015-2016 school year. Further professional development on the Copeland evaluation instrument will lead to greater understanding of best practices and increase student achievement.

Action Step 1 5

Professional development will be scheduled throughout the year on the Copeland evaluation model.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 8/1/2017 to 6/29/2018

Evidence of Completion

Sign-in Sheets, Agendas and Meeting Notifications

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

The SIG 4 Project Manager will make quarterly presentations to the Community Assessment Team regarding completion of planned events.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 8/1/2017 to 6/29/2018

Evidence of Completion

Sign-in Sheets, Agendas and Meeting Notifications

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

A report of MPE evaluations will be compiled and compared to the previous year's evaluations.

Person Responsible

Syreeta Jackson

Schedule

On 6/29/2018

Evidence of Completion

Report of MPE teacher evaluations

G1.B4 Infrastructure at the school does not support the number of students who need intervention. There is not enough time or personnel to provide quality intervention. Some students do not start school with the requisite foundational knowledge and skills required to be successful learners and this causes a need for intensive intervention immediately. (increased learning time) **2**

 B259398

G1.B4.S1 The school day at MPE has already been extended due to MPE's addition to the lowest 100 reading schools list. The school day will continue to be extended to 2:45 p.m. each day. **4**

 S274745

Strategy Rationale

Research by Berliner (1990) found student achievement increases through small increases in academic learning time.

Action Step 1 **5**

A school master schedule will be turned in to the district to verify the number of minutes dedicated to academics and common planning time. An extra 30 minutes each day will be devoted to ELA instruction and at least 250 minutes a week will be built in for teacher common planning time.

Person Responsible

Syreeta Jackson

Schedule

On 12/22/2017

Evidence of Completion

Master schedule for MPE

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

MOU negotiations will be monitored by the Finance Director.

Person Responsible

Syreeta Jackson

Schedule

On 12/22/2017

Evidence of Completion

MOU, Payroll data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The master schedule showing increased time for learning will serve as evidence of additional time for intervention. The master schedule will also reflect at least 250 minutes a week for teacher common planning.

Person Responsible

Syreeta Jackson

Schedule

On 12/22/2017

Evidence of Completion

A master schedule of MPE showing an additional 30 minutes of instructional time will serve as evidence of additional time for intervention. The master schedule will also show at least 250 minutes of common planning time for teachers.

G1.B4.S2 Consistent professional development will be ongoing at MPE through professional learning communities focusing on data-driven rigorous differentiated instruction utilizing UDL and STEM. Additionally, MPE will implement a master schedule maximizing the use of school personnel for student academic intervention. Additional instructional/intervention time has been added to the school day where differentiated levels of intensity in instructional delivery are delivered to students based on need. 4

 S274746

Strategy Rationale

According to Wei, et al., 2009, professional development should be focused on student results, be part of their professional practice and take place during the day.

Action Step 1 5

Teachers at MPE will attend regular Professional Learning Communities facilitated by the on-site instructional coaches and/or outside resource personnel in the district.

Person Responsible

Syreeta Jackson

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Walk-through checklist and self-assessment from site-based administration

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Periodic monitoring by instructional coaches and site-based administrators will be utilized to determine if the PLCs are being implemented with fidelity. If needed, additional professional development will be provided to ensure fidelity of implementation.

Person Responsible

Syreeta Jackson

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Walk-through checklist and self-assessment from site-based administration

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Periodic monitoring by site-based administrators will be utilized to determine if the PLCs are meeting the professional development needs of staff

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Classroom Walk-throughs, Student Achievement Data

G1.B4.S3 Schedules will be developed through the leadership teams that will ensure that maximum time is given for interventions and supports. Administrators will monitor for strategies aligned to the Copeland evaluation system that is designed to increase the probability of student academic achievement. To ensure a seamless instructional plan, grade level teams of teachers will meet weekly for curriculum planning, mapping, and adjusting their instruction to coincide with District Instructional Planning Guides.

4

S274747

Strategy Rationale

A large percentage of students at MPE need additional support and intervention to enable them to comprehend the language of instruction. We must provide supports including time and strategies that will enable students to build cognitive capacity.

Action Step 1 5

The district will provide training for developing schedules that support the number and intensity of interventions for struggling students. Training will also include information on effective strategies that build cognitive capacity through engagement.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/14/2017 to 6/4/2018

Evidence of Completion

Intervention schedules and observation data

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Administrators will provide the district with intervention schedules before the start of the school year. Site-based walk-throughs and observational data will be used to monitor for strategies aligned to the Copeland evaluation system that are designed to increase the probability of student academic achievement.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/14/2017 to 6/4/2018

Evidence of Completion

Observation data, Intervention schedules

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Administrators will provide the district with intervention schedules before the start of the school year. Site based walkthrough and observational data will be used to monitor for strategies aligned to the Copeland evaluation system that are designed to increase the probability of student academic achievement.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/14/2017 to 6/4/2018

Evidence of Completion

Observation data, Intervention schedules

G1.B4.S4 Three prekindergarten classes (three- and four-year-old students) will be supported through grant funds to increase learning time for selected students before traditional school begins. Highly qualified teachers with bachelor's degrees in early childhood education or bachelor's degrees in any field with a State-approved alternate pathway along with three highly qualified paraprofessionals will be funded to assure a child-to-instructional ratio of 10:1. **4**

 S274748

Strategy Rationale

According to Torgesen, et al., (1998), preventative programs should be focused on children who are most in need. (Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children)

Action Step 1 **5**

Fund three highly qualified prekindergarten teachers and three highly qualified paraprofessionals to support prekindergarten students in the MPE community. (MPE currently has one VPK classroom and one prekindergarten handicapped classroom.) Grant funds will be used to support the portion of the day that is not covered by VPK funds. The needed allocation of SIG 4 funds for salaries is anticipated to be 50% for the four-year-old classes (2 classes) and 100% for the three-year-old class. The prekindergarten classes will ensure that students with disabilities are afforded the opportunity to participate fully in all learning opportunities and that the program will promote the full range of academic content across domains of development. Salaries will be commensurate with the most recent contract agreement between the CCSD and the Columbia Teachers Association.

Person Responsible

Syreeta Jackson

Schedule

On 6/4/2023

Evidence of Completion

Student attendance data will show that students are enrolled in a prekindergarten program at MPE and receiving age appropriate instruction before the traditional kindergarten year.

Action Step 2 **5**

Outfit three classrooms with furniture, equipment, technology and curriculum.

Person Responsible

Syreeta Jackson

Schedule

On 6/4/2018

Evidence of Completion

Purchase records

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Attendance data for students will show three classrooms of students in prekindergarten.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/14/2017 to 6/4/2018

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Student attendance data will show that students are enrolled in a prekindergarten program at MPE and receiving age appropriate instruction before the traditional kindergarten year.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/14/2017 to 6/4/2018

Evidence of Completion

Attendance records

G1.B4.S5 An after-school enrichment program that embodies "disguised learning" and encompasses addressing the needs of the whole child will be implemented with grant funds at MPE. Extracurricular activities such as chess, archery, music, cotillion, art, and drama will allow extra opportunities for students from a low socio-economic background to develop interpersonal skills, motivation, and work ethic while building a richer background of knowledge. The program will allow the school to foster strong relationships with students and parents. 4

 S274749

Strategy Rationale

The opportunities provided by an after-school program will help address the lack of readiness skills of incoming students and provide social, emotional, and developmental support that will lead to greater academic gains. The opportunities provided through an after-school program will provide valuable experiences for students to strengthen their interpersonal skills, motivation, and work ethic. These opportunities will also build background knowledge. Economically disadvantaged students do not often participate in after-school activities or community service projects. Therefore, they do not get a model as to person to person interaction (Jensen, Teaching with Poverty in Mind). Positive relationships built during this enrichment time between students and school staff will help students develop reliable relationships, learn to socialize and build knowledge through the enrichment activity that will build social status.

Action Step 1 5

Hire personnel with specialized knowledge to implement an after-school enrichment program

Person Responsible

Syreeta Jackson

Schedule

On 6/1/2020

Evidence of Completion

Personnel records

Action Step 2 5

Develop a calendar of after-school activities included in the after-school enrichment program.

Person Responsible

Syreeta Jackson

Schedule

On 6/1/2020

Evidence of Completion

calendar/meeting notes

Action Step 3 5

After-school enrichment program registration

Person Responsible

Syreeta Jackson

Schedule

On 6/1/2020

Evidence of Completion

student registration records

Action Step 4 5

Purchase equipment, materials, and supplies for the after-school enrichment program.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/14/2017 to 6/4/2018

Evidence of Completion

purchasing records

Action Step 5 5

A request to the CCSD will be presented to have providers compensated for the additional time administered through Staffing Solutions. Once approved, providers will keep records of sessions, scheduled students, and records of the activities provided. Every effort will be made to ensure a minimum number of participants.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/14/2017 to 6/4/2018

Evidence of Completion

Action Step 6 5

Quarterly schedule a parent night where presentations can be made from students involved in the after-school program to showcase their achievements and skills.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S5 6

To determine effectiveness of the after-school enrichment program, a survey of students and their parents will be administered in May. These surveys will focus on the relationships and student self-assessment of their social status.

Person Responsible

Syreeta Jackson

Schedule

On 6/1/2018

Evidence of Completion

Parent surveys

Plan to Monitor Effectiveness of Implementation of G1.B4.S5 7

Parent and student surveys will be given annually. Student growth will be evaluated for participants.

Person Responsible

Syreeta Jackson

Schedule

Annually, from 6/4/2018 to 6/4/2018

Evidence of Completion

parent survey

G1.B4.S6 Transportation will be provided for parents to attend school functions and parents conferences in an effort to help build community awareness and stakeholder support for academic rigor at MPE. 4

 S274750

Strategy Rationale

Increased parental involvement in school functions, parent conferences, and after-school programs will lead to greater stakeholder awareness and support of the school staff and academic rigor while building positive relationships between the home and school.

Action Step 1 5

A calendar will be developed outlining events that bus transportation is available for parents.

Person Responsible

Syreeta Jackson

Schedule

Monthly, from 8/1/2017 to 6/4/2018

Evidence of Completion

calendar

Plan to Monitor Fidelity of Implementation of G1.B4.S6 6

A quarterly meeting will be held with the CAT to review implementation of strategies to support parental involvement at MPE.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 8/7/2017 to 6/4/2018

Evidence of Completion

Meeting Agendas, Minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S6 7

Reports will be generated that measure parental involvement. Surveys will be given to gauge parental opinions of school.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 8/7/2017 to 6/4/2018

Evidence of Completion

Report of Parental Involvement at MPE, Parent Surveys

G1.B5 Limited STEM resources (STEM kits/materials, STEM coach/teacher) 2

 B259399

G1.B5.S1 A STEM program will be implemented with fidelity at MPE. The school will hire a STEM teacher/coach to assist with implementation of STEM activities across the school. The focus will be on developing unit plans, modeling effective STEM strategies, providing both embedded and external professional development, developing model classrooms and training teachers that will serve as STEM specialists. Materials and furniture will be purchased to be used in the implementation of STEM centered activities and to outfit a STEM lab. 4

 S274751

Strategy Rationale

Using the Universal Design for Learning model to plan engaging and appropriate lessons for all learners will bring more rigorous effective core instruction to MPE. Using STEM activities as part of the Universal Design for Learning will provide lessons that are rigorous, relevant, engaging, and analytical for all students. The use of STEM activities as part of an overall collaborative planning structure will provide students the opportunity to apply knowledge in a meaningful way, leading to increased academic achievement and growth

Action Step 1 5

The school will begin to implement a STEM program with fidelity by the hiring and placement of a STEM teacher/coach.

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data

Action Step 2 5

The district will implement a STEM program with fidelity by the purchasing of the necessary furniture, materials, and supplies

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data

Action Step 3 5

The school will implement a STEM program with fidelity by facilitating on-going professional development provided by the STEM teacher/coach

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data

Action Step 4 5

The district will provide assistance in review of appropriate STEM programs, activities, and professional development opportunities. This action step will build capacity and sustainability by providing technical assistance to instructional coaches and administrators on how to identify appropriate STEM programs, activities, and professional development opportunities.

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

The school will monitor the implementation of the STEM program through the examination of teacher lesson plans, coaches' logs, observations, examination of STEM unit studies/ lessons, meetings with school based leadership and participation in the District Instructional Coach Cadre.

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The district will monitor the effectiveness of the STEM program through an analysis of student/content/grade level data.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 8/14/2017 to 6/4/2018

Evidence of Completion

STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data

G1.B6 Consistent understanding of implementing standards-based data-driven differentiated instruction through UDL and how it relates to MTSS **2**

 B259400

G1.B6.S1 Effectively differentiate (multiple levels) professional development to address understanding and build capacity for enhanced implementation of data-driven standards-based differentiated instruction through the design of UDL lessons. **4**

 S274752

Strategy Rationale

Teachers have individual needs and individual levels of understanding of how to implement data-driven differentiated instruction through the design of UDL lessons in their classrooms. By eliminating this barrier, teachers will be able to address individual student needs and provide meaningful, relevant and rigorous instruction and activities, thus increasing student achievement. This ongoing, high-quality, job-embedded professional development and technical support will ensure that MPE staff members are equipped to facilitate "Highly Effective" teaching and learning while ensuring effective school reform. It will also ensure that instruction is vertically aligned from one grade to the next as well as aligned with State academic standards. Additional professional development provided by SIG4 grant funds will allow the staff of Melrose Park Elementary to receive additional training in all curriculum areas as well as how to engage all stakeholders in the school community. A CID will assist MPE staff with action research, sharing exemplary best practices and strategies that work across the state and region.

Action Step 1 **5**

District planning guides will be developed at the district level utilizing FOCUS Teams comprised of representatives from each school and grade level.

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/1/2017 to 6/4/2018

Evidence of Completion

District Instructional Planning Guides

Action Step 2 5

Each core class will have a district-developed curriculum guide. Further grade level guides will be developed at the school level to serve as more specific pacing guides for instruction. Pacing guides will be developed collaboratively by grade level teams and shared with administration. Quarterly sessions will be planned for further professional development facilitated by school instructional coaches to lead grade level teams in how to use the process of curriculum mapping to drive effective data-driven instruction

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/1/2017 to 6/4/2018

Evidence of Completion

District Instructional Planning Guides

Action Step 3 5

Implement job-embedded, differentiated professional development for teachers, based on comfort level, familiarity and expertise (beginning, intermediate, advanced), to have a clear understanding and higher capacity on effective use of data-driven differentiated instruction utilizing UDL lessons and STEM activities to foster critical thinking.

Person Responsible

Syreeta Jackson

Schedule

On 6/4/2018

Evidence of Completion

PD sign in sheets

Action Step 4 5

The District Coordinator for Professional Development will schedule and facilitate monthly coaches' cadre meetings. This action step will build capacity and sustainability through planning and training on differentiated professional development for teachers (beginning, intermediate and advanced).

Person Responsible

Syreeta Jackson

Schedule

On 6/4/2018

Evidence of Completion

Meeting notes, agenda

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Teacher observations, classroom walk-throughs, and assessment results will be utilized by the site-based administration for evidence of implementation. Lesson plans will be monitored weekly. Support will be provided through instructional coaches and the CID. Needs assessments will be done at the end of each year administered by instructional coaches in order to determine ongoing needs for PD in differentiation and lesson planning using UDL lessons and STEM activities. The principal will meet with the District Lead to report quarterly (at minimum).

Person Responsible

Syreeta Jackson

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Lesson Plans, PD Sign-In Sheets, Classroom Walk-throughs, Teacher Evaluations, Progress Monitoring Data, and Student Assessment Results.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

The school's Leadership Team will monitor implementation through classroom walkthroughs, lesson plans, student progress monitoring data and subsequent professional development. The school's administration will meet with the District Lead on a quarterly basis to review data.

Person Responsible

Syreeta Jackson

Schedule

Quarterly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Progress Monitoring Data, PD Sign-In Sheets, Classroom Walk-throughs, and Lesson Plans.

G2. Melrose Park will provide engaging parent involvement activities to increase student achievement outcomes and build capacity. 1

G096401

G2.B1 Schedule Conflicts 2

B259401

G2.B1.S1 Parents will be offered flexible times and incentives to attend activities. 4

S274753

Strategy Rationale

Flexible times accommodate parents with multiple jobs and commitments.

Action Step 1 5

Parents will be able to offer input about flexible meeting times through a Parent Survey.

Person Responsible

Jennifer Holme

Schedule

On 10/31/2017

Evidence of Completion

Parent Survey results

Action Step 2 5

Melrose will consider and offer flexible meeting times for activities, conferences, and other school functions based on input from parents.

Person Responsible

Jennifer Holme

Schedule

On 10/31/2017

Evidence of Completion

School-wide calendar of events

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ensure that flexible times are being offered for activities, conferences, and other school functions.

Person Responsible

Syreeta Jackson

Schedule

Monthly, from 8/15/2017 to 6/2/2018

Evidence of Completion

School-wide calendar of school events

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Sign-in sheets will be calculated for total number of attendees to see if there is an increase in parent attendance at school functions, parent conferences, and other school activities.

Person Responsible

Jennifer Holme

Schedule

Monthly, from 8/15/2017 to 6/2/2018

Evidence of Completion

Sign-in sheets with number of attendees

G2.B2 Communication Not Getting Home 2

B259402

G2.B2.S1 Melrose faculty will increase parent awareness of school events through the use of Tiger Pride sheets in planners, personal phone calls to parents, SchoolMessenger Alerts, Remind 101, flyers, increased advertising around campus and in the community, and utilizing the school's website. 4

S274754

Strategy Rationale

Multiple methods of communication increases the ability to contact and reach all parents.

Action Step 1 5

Melrose faculty will increase parent awareness of school events through the use of Tiger Pride sheets in planners, personal phone calls to parents, SchoolMessenger Alerts, Remind 101, flyers, increased advertising around campus and in the community, and utilizing the school's website.

Person Responsible

Jennifer Holme

Schedule

Monthly, from 8/15/2017 to 6/2/2018

Evidence of Completion

SchoolMessenger Reports, Parent Compact Log, Student planners, updated website, flyers

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review of SchoolMessenger reports, Parent Compact Log, student planners, updated website

Person Responsible

Syreeta Jackson

Schedule

Monthly, from 8/15/2017 to 6/2/2018

Evidence of Completion

Copies of SchoolMessenger reports, Parent Compact Logs, student planners, copy of flyers, updated website

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Sign-in sheets will be collected and checked for number of parents in attendance at all school events

Person Responsible

Jennifer Holme

Schedule

Monthly, from 8/15/2017 to 6/2/2018

Evidence of Completion

Sign-in sheets with total number of parents in attendance at school events

G2.B3 Parents have difficulty assisting with homework 2

 B259403

G2.B3.S1 Homework Help Nights will be provided throughout the year. 4

 S274755

Strategy Rationale

Parents are struggling to assist their students at home. Many parents want to help but are not sure how or unable to. Homework Help Nights will be designed to give parents tools to assist their students further at home.

Action Step 1 5

Homework Help Nights will be provided throughout the year.

Person Responsible

Jennifer Holme

Schedule

Quarterly, from 10/9/2017 to 5/28/2018

Evidence of Completion

Parent Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Homework Help Nights will be provided throughout the year.

Person Responsible

Jennifer Holme

Schedule

Quarterly, from 10/23/2017 to 5/21/2018

Evidence of Completion

parent Sign in sheets, messenger call out logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Parent survey will ask how homework nights helped

Person Responsible

Jennifer Holme

Schedule

On 5/31/2018

Evidence of Completion

Results of parent survey

G2.B4 Childcare for student and other siblings **2**

 B259404

G2.B4.S1 Childcare will be provided during events that parents attend after school. **4**

 S274756

Strategy Rationale

Parents are often hesitant to attend events with additional, smaller children. The children become a distraction to the parents. By providing childcare, we hope to encourage more parents to attend and be able to focus on the content of the event.

Action Step 1 **5**

Create volunteer list for childcare

Person Responsible

Jennifer Holme

Schedule

Quarterly, from 8/15/2017 to 6/2/2018

Evidence of Completion

List of volunteers

Action Step 2 **5**

Provide empty classroom and activity

Person Responsible

Schedule

Annually, from 8/15/2017 to 6/2/2018

Evidence of Completion

Sign in sheet with room number and activity listed.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Sign in sheet for childcare

Person Responsible

Schedule

Annually, from 8/15/2017 to 6/2/2018

Evidence of Completion

Sign in sheets to prove number of students in attendance

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Compare attendance rates to events from prior year

Person Responsible

Syreeta Jackson

Schedule

Annually, from 8/15/2017 to 6/2/2018

Evidence of Completion

Attendance numbers gathered from sign in sheets at various events

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M396602	The district will monitor all purchases made with SIG funds	Jackson, Syreeta	No Start Date	Expenditure requests and purchase orders	No End Date one-time
G1.B1.S1.A1 A368820	Identify the priority areas of need for curriculum and technology purchases and the audience for...	Jackson, Syreeta	No Start Date	Expenditure requests and purchase orders	No End Date one-time
G1.B1.S1.A2 A368821	Professional development will be provided to ensure fidelity of implementation/use of intervention...	Jackson, Syreeta	No Start Date	Lesson plans, coaches logs	No End Date one-time
G1.B2.S1.MA2 M396606	The school's leadership team		No Start Date		No End Date one-time
G1.B2.S1.A1 A368824	An MTSS Coach will be hired to provide support to the students and staff at MPE	Jackson, Syreeta	No Start Date		No End Date one-time
G1.B1.S2.A1 A368823	Hire a project manger to provide support to the school to implement and monitor the SIG4 project.	Jackson, Syreeta	No Start Date	Agendas, minutes from implementation, technical assistance and monitoring activities.	No End Date one-time
G1.B3.S1.A2 A368830	Inform the staff at Melrose Park Elementary about the sign-on bonus recruitment process for...	Jackson, Syreeta	6/1/2017	Meeting notes	8/1/2017 one-time
G1.B3.S1.MA1 M396612	Ensure that teachers selected for interviews have at least one year of "Highly Effective" VAM...	Jackson, Syreeta	8/31/2017	VAM scores or district student growth scores	8/31/2017 one-time
G1.B3.S1.A1 A368829	Obtain an MOU with the CTA regarding the sign-on bonuses.	Jackson, Syreeta	8/31/2017	VAM scores or district growth scores	8/31/2017 one-time
G1.B1.S2.MA1 M396604	The CCSD will hire a project manager to provide guidance and technical assistance to the school in...	Jackson, Syreeta	8/1/2017	Agendas, minutes from implementation, technical assistance and monitoring activities.	9/29/2017 weekly
G1.B3.S1.A3 A368831	Advertise positions and qualifications for teachers, interview, and select teachers with interview...	Jackson, Syreeta	8/1/2017	Job postings	10/9/2017 weekly
G2.B1.S1.A1 A368856	Parents will be able to offer input about flexible meeting times through a Parent Survey.	Holme, Jennifer	8/15/2017	Parent Survey results	10/31/2017 one-time
G2.B1.S1.A2 A368857	Melrose will consider and offer flexible meeting times for activities, conferences, and other...	Holme, Jennifer	8/15/2016	School-wide calendar of events	10/31/2017 one-time
G1.B4.S1.MA1 M396619	The master schedule showing increased time for learning will serve as evidence of additional time...	Jackson, Syreeta	12/22/2017	A master schedule of MPE showing an additional 30 minutes of instructional time will serve as evidence of additional time for intervention. The master schedule will also show at least 250 minutes of common planning time for teachers.	12/22/2017 one-time
G1.B4.S1.MA1 M396620	MOU negotiations will be monitored by the Finance Director.	Jackson, Syreeta	12/22/2017	MOU, Payroll data	12/22/2017 one-time
G1.B4.S1.A1 A368836	A school master schedule will be turned in to the district to verify the number of minutes...	Jackson, Syreeta	12/22/2017	Master schedule for MPE	12/22/2017 one-time
G1.B3.S1.MA1 M396611	Administration and district staff will monitor the number of teachers who fulfill contractual...	Jackson, Syreeta	1/8/2018	Teacher evaluations, Student growth/VAM data	1/8/2018 one-time
G1.B1.S1.A3 A368822	Melrose will hire tutors to work with lowest quartile students in ELA.	Jackson, Syreeta	10/16/2017	Tutor logs, student progress monitoring folders	5/7/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1 M396641	Homework Help Nights will be provided throughout the year.	Holme, Jennifer	10/23/2017	parent Sign in sheets, messenger call out logs	5/21/2018 quarterly
G1.B1.S1.MA3 M396601	School based administration will monitor the use of technology and online programs (iReady, AR,...	Jackson, Syreeta	9/4/2017	Program usage reports , walk-throughs, lesson plans	5/28/2018 weekly
G2.B3.S1.A1 A368859	Homework Help Nights will be provided throughout the year.	Holme, Jennifer	10/9/2017	Parent Sign in sheets	5/28/2018 quarterly
G2.B3.S1.MA1 M396640	Parent survey will ask how homework nights helped	Holme, Jennifer	5/28/2018	Results of parent survey	5/31/2018 one-time
G1.B4.S5.MA1 M396628	To determine effectiveness of the after-school enrichment program, a survey of students and their...	Jackson, Syreeta	6/1/2018	Parent surveys	6/1/2018 one-time
G2.MA1 M396644	Sign-in sheets with total number of parents in attendance at school functions will be collected and...	Holme, Jennifer	8/15/2017	Sign-in sheets showing total number of parents in attendance at events	6/2/2018 one-time
G2.B1.S1.MA1 M396636	Sign-in sheets will be calculated for total number of attendees to see if there is an increase in...	Holme, Jennifer	8/15/2017	Sign-in sheets with number of attendees	6/2/2018 monthly
G2.B1.S1.MA1 M396637	Ensure that flexible times are being offered for activities, conferences, and other school...	Jackson, Syreeta	8/15/2017	School-wide calendar of school events	6/2/2018 monthly
G2.B2.S1.MA1 M396638	Sign-in sheets will be collected and checked for number of parents in attendance at all school...	Holme, Jennifer	8/15/2017	Sign-in sheets with total number of parents in attendance at school events	6/2/2018 monthly
G2.B2.S1.MA1 M396639	Review of SchoolMessenger reports, Parent Compact Log, student planners, updated website	Jackson, Syreeta	8/15/2017	Copies of SchoolMessenger reports, Parent Compact Logs, student planners, copy of flyers, updated website	6/2/2018 monthly
G2.B2.S1.A1 A368858	Melrose faculty will increase parent awareness of school events through the use of Tiger Pride...	Holme, Jennifer	8/15/2017	SchoolMessenger Reports, Parent Compact Log, Student planners, updated website, flyers	6/2/2018 monthly
G2.B4.S1.MA1 M396642	Compare attendance rates to events from prior year	Jackson, Syreeta	8/15/2017	Attendance numbers gathered from sign in sheets at various events	6/2/2018 annually
G2.B4.S1.MA1 M396643	Sign in sheet for childcare		8/15/2017	Sign in sheets to prove number of students in attendance	6/2/2018 annually
G2.B4.S1.A1 A368860	Create volunteer list for childcare	Holme, Jennifer	8/15/2017	List of volunteers	6/2/2018 quarterly
G2.B4.S1.A2 A368861	Provide empty classroom and activity		8/15/2017	Sign in sheet with room number and activity listed.	6/2/2018 annually
G1.B1.S1.MA1 M396600	The district will monitor the purchase and use of all instructional materials. Instructional...		6/5/2017	Purchase orders, coaches logs, Lesson plans	6/4/2018 weekly
G1.B2.S1.MA1 M396605	The school's administration will meet with the MTSS coordinator and social worker each month to...	Jackson, Syreeta	8/1/2017	MTSS Documentation, social worker logs, administrator's calendar	6/4/2018 monthly
G1.B3.S1.A4 A368832	Arrange for \$5000 sign-on bonuses to be paid to teachers after selection process is complete.	Jackson, Syreeta	8/7/2017	District monitoring records	6/4/2018 one-time
G1.B5.S1.MA1 M396631	The district will monitor the effectiveness of the STEM program through an analysis of...	Jackson, Syreeta	8/14/2017	STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data	6/4/2018 quarterly
G1.B5.S1.MA1 M396632	The school will monitor the implementation of the STEM program through the examination of teacher...	Jackson, Syreeta	8/14/2017	STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data	6/4/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1 A368848	The school will begin to implement a STEM program with fidelity by the hiring and placement of a...	Jackson, Syreeta	8/14/2017	STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data	6/4/2018 weekly
G1.B5.S1.A2 A368849	The district will implement a STEM program with fidelity by the purchasing of the necessary...	Jackson, Syreeta	8/14/2017	STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data	6/4/2018 weekly
G1.B5.S1.A3 A368850	The school will implement a STEM program with fidelity by facilitating on-going professional...	Jackson, Syreeta	8/14/2017	STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data	6/4/2018 weekly
G1.B5.S1.A4 A368851	The district will provide assistance in review of appropriate STEM programs, activities, and...	Jackson, Syreeta	8/14/2017	STEM Unit Studies/Lessons, Teacher Lesson Plans, Meeting Minutes/Sign-In Sheets from Instructional Coach Cadre, Copeland Observation Data	6/4/2018 weekly
G1.B6.S1.MA1 M396633	The school's Leadership Team will monitor implementation through classroom walkthroughs, lesson...	Jackson, Syreeta	8/14/2017	Progress Monitoring Data, PD Sign-In Sheets, Classroom Walk-throughs, and Lesson Plans.	6/4/2018 quarterly
G1.B6.S1.MA1 M396634	Teacher observations, classroom walk-throughs, and assessment results will be utilized by the...	Jackson, Syreeta	8/14/2017	Lesson Plans, PD Sign-In Sheets, Classroom Walk-throughs, Teacher Evaluations, Progress Monitoring Data, and Student Assessment Results.	6/4/2018 weekly
G1.B6.S1.A1 A368852	District planning guides will be developed at the district level utilizing FOCUS Teams comprised...	Jackson, Syreeta	8/1/2017	District Instructional Planning Guides	6/4/2018 weekly
G1.B6.S1.A2 A368853	Each core class will have a district-developed curriculum guide. Further grade level guides will...	Jackson, Syreeta	8/1/2017	District Instructional Planning Guides	6/4/2018 weekly
G1.B6.S1.A3 A368854	Implement job-embedded, differentiated professional development for teachers, based on comfort...	Jackson, Syreeta	8/14/2017	PD sign in sheets	6/4/2018 one-time
G1.B6.S1.A4 A368855	The District Coordinator for Professional Development will schedule and facilitate monthly...	Jackson, Syreeta	8/14/2017	Meeting notes, agenda	6/4/2018 one-time
G1.B1.S2.MA1 M396603	Action research relating to effective implementation of the Early Learning Model at MPE	Jackson, Syreeta	8/1/2017	Action research	6/4/2018 weekly
G1.B2.S2.MA1 M396607	School administration will meet with the district lead on a quarterly basis to review the...	Jackson, Syreeta	6/5/2017	Social worker logs of student interaction /community referrals.	6/4/2018 quarterly
G1.B2.S2.MA1 M396608	Quartely reports will e given to the CAT on the use of a social worker to address the...	Jackson, Syreeta	6/5/2017	CAT meeting minutes, agendas	6/4/2018 quarterly
G1.B2.S2.A1 A368825	A social worker/mental health counselor will be hired to provide social/emotional support to the...	Jackson, Syreeta	6/5/2017	CAT meeting minutes, agendas	6/4/2018 quarterly
G1.B3.S2.A1 A368833	If MPE improves their school grade or maintains an "A" school grade, bonuses of \$5000 will be paid...	Jackson, Syreeta	6/4/2018	Secure list of staff payouts and school grade designations	6/4/2018 one-time
G1.B4.S2.MA1 M396621	Periodic monitoring by site-based administrators will be utilized to determine if the PLCs are...	Jackson, Syreeta	8/14/2017	Classroom Walk-throughs, Student Achievement Data	6/4/2018 weekly
G1.B4.S2.MA1 M396622	Periodic monitoring by instructional coaches and site-based administrators will be utilized to...	Jackson, Syreeta	8/14/2017	Walk-through checklist and self-assessment from site-based administration	6/4/2018 monthly
G1.B4.S2.A1 A368837	Teachers at MPE will attend regular Professional Learning Communities facilitated by the on-site...	Jackson, Syreeta	8/14/2017	Walk-through checklist and self-assessment from site-based administration	6/4/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.MA1 M396609	The leadership team will monitor the MTSS process and the number of students referred/needing...	Jackson, Syreeta	6/5/2017	MTSS documentation and parent conference forms	6/4/2018 weekly
G1.B2.S3.MA1 M396610	The leadership team will monitor the MTSS process and the number of students referred/needing...	Jackson, Syreeta	6/5/2017		6/4/2018 weekly
G1.B2.S3.A3 A368828	CRT, BRT, and Instructional coach will be used to provide professional development and support...		8/14/2017	Coach's logs, behavior referrals, parent and family engagement monthly summaries.	6/4/2018 daily
G1.B4.S3.MA1 M396623	Administrators will provide the district with intervention schedules before the start of the...	Jackson, Syreeta	8/14/2017	Observation data, Intervention schedules	6/4/2018 annually
G1.B4.S3.MA1 M396624	Administrators will provide the district with intervention schedules before the start of the...	Jackson, Syreeta	8/14/2017	Observation data, Intervention schedules	6/4/2018 annually
G1.B4.S3.A1 A368838	The district will provide training for developing schedules that support the number and intensity...	Jackson, Syreeta	8/14/2017	Intervention schedules and observation data	6/4/2018 annually
G1.B4.S4.MA1 M396625	Student attendance data will show that students are enrolled in a prekindergarten program at MPE...	Jackson, Syreeta	8/14/2017	Attendance records	6/4/2018 annually
G1.B4.S4.MA1 M396626	Attendance data for students will show three classrooms of students in prekindergarten.	Jackson, Syreeta	8/14/2017	Attendance records	6/4/2018 annually
G1.B4.S4.A2 A368840	Outfit three classrooms with furniture, equipment, technology and curriculum.	Jackson, Syreeta	8/14/2017	Purchase records	6/4/2018 one-time
G1.B4.S5.MA1 M396627	Parent and student surveys will be given annually. Student growth will be evaluated for...	Jackson, Syreeta	6/4/2018	parent survey	6/4/2018 annually
G1.B4.S5.A4 A368844	Purchase equipment, materials, and supplies for the after-school enrichment program.	Jackson, Syreeta	8/14/2017	purchasing records	6/4/2018 annually
G1.B4.S5.A5 A368845	A request to the CCSD will be presented to have providers compensated for the additional time...	Jackson, Syreeta	8/14/2017		6/4/2018 annually
G1.B4.S5.A6 A368846	Quarterly schedule a parent night where presentations can be made from students involved in the...	Jackson, Syreeta	8/14/2017		6/4/2018 quarterly
G1.B4.S6.MA1 M396629	Reports will be generated that measure parental involvement. Surveys will be given to gauge...	Jackson, Syreeta	8/7/2017	Report of Parental Involvement at MPE, Parent Surveys	6/4/2018 quarterly
G1.B4.S6.MA1 M396630	A quarterly meeting will be held with the CAT to review implementation of strategies to support...	Jackson, Syreeta	8/7/2017	Meeting Agendas, Minutes	6/4/2018 quarterly
G1.B4.S6.A1 A368847	A calendar will be developed outlining events that bus transportation is available for parents.	Jackson, Syreeta	8/1/2017	calendar	6/4/2018 monthly
G1.B3.S4.MA1 M396617	A report of MPE evaluations will be compiled and compared to the previous year's evaluations.	Jackson, Syreeta	6/29/2018	Report of MPE teacher evaluations	6/29/2018 one-time
G1.B3.S4.MA1 M396618	The SIG 4 Project Manager will make quarterly presentations to the Community Assessment Team...	Jackson, Syreeta	8/1/2017	Sign-in Sheets, Agendas and Meeting Notifications	6/29/2018 quarterly
G1.B3.S4.A1 A368835	Professional development will be scheduled throughout the year on the Copeland evaluation model.	Jackson, Syreeta	8/1/2017	Sign-in Sheets, Agendas and Meeting Notifications	6/29/2018 quarterly
G1.B2.S3.A1 A368826	Additional professional development will be provided to MPE staff regarding the use of MTSS to...	Jackson, Syreeta	8/1/2017	The school's leadership team will monitor the implementation of MTSS to support struggling students.	8/1/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.A2  A368827	Provide funding for the school principal and one district level administrator to attend the...	Jackson, Syreeta	8/1/2017	Agenda from Academy	8/1/2018 annually
G1.MA1  M396635	Progress Monitoring Data, PD Sign-In Sheets, Classroom Walk-throughs, and Lesson Plans.	Jackson, Syreeta	8/14/2017	Formative assessment data, State assessment data	6/4/2019 annually
G1.B4.S5.A1  A368841	Hire personnel with specialized knowledge to implement an after-school enrichment program	Jackson, Syreeta	8/14/2017	Personnel records	6/1/2020 one-time
G1.B4.S5.A2  A368842	Develop a calendar of after-school activities included in the after-school enrichment program.	Jackson, Syreeta	8/14/2017	calendar/meeting notes	6/1/2020 one-time
G1.B4.S5.A3  A368843	After-school enrichment program registration	Jackson, Syreeta	8/14/2017	student registration records	6/1/2020 one-time
G1.B3.S2.MA1  M396614	Gather number and percent of "Highly Effective" teachers recruited in year one that remain at the...	Jackson, Syreeta	8/1/2017	Report of "Highly Effective" teachers hired in year one that remain at MPE in subsequent years.	8/1/2020 one-time
G1.B3.S3.MA1  M396615	The number and percent of teachers earning "Highly Effective" student growth scores will be...		8/3/2020	Report of the number and percent of teachers earning "Highly Effective" student growth scores	8/3/2020 annually
G1.B4.S4.A1  A368839	Fund three highly qualified prekindergarten teachers and three highly qualified paraprofessionals...	Jackson, Syreeta	8/14/2017	Student attendance data will show that students are enrolled in a prekindergarten program at MPE and receiving age appropriate instruction before the traditional kindergarten year.	6/4/2023 one-time
G1.B3.S3.MA1  M396616	The number and percent of teachers earning "Highly Effective" student growth scores will be...	Jackson, Syreeta	8/3/2020	Report of the number and percent of teachers with "Highly Effective" student growth will be monitored.	8/3/2023 annually
G1.B3.S3.A1  A368834	Student growth scores for classroom teachers will be gathered (either VAM or student growth by...	Jackson, Syreeta	8/3/2020	Report of the number and percent of teachers with "Highly Effective" student growth will be monitored.	8/3/2023 annually
G1.B3.S2.MA1  M396613	The school will compile the number and percent of teachers receiving bonuses in all years at MPE.	Jackson, Syreeta	8/31/2020	Reports of teachers receiving bonuses	8/31/2023 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Melrose Park will implement an enhanced MTSS district-wide, as a systematic, daily "way of work" accomplished with fidelity and consistency, matched to the needs of each student, teacher, administrator, school, and its stakeholders.

G1.B1 Limited resources to provide relevant standards-based instruction across the school

G1.B1.S1 Additional research-based instructional materials and technology will be purchased to provide rigorous core instruction as well as timely differentiated instruction.

PD Opportunity 1

Professional development will be provided to ensure fidelity of implementation/use of intervention materials

Facilitator

Participants

Schedule

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Identify the priority areas of need for curriculum and technology purchases and the audience for whom they are intended. Make purchases for materials that are research based and will meet the needs of MPE's diverse student population.				\$2,805.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0071 - Melrose Park Elementary School	School Improvement Funds		\$2,000.00
<i>Notes: Materials and supplies (headphones, calculators, etc...)</i>						
	5100	310-Professional and Technical Services	0071 - Melrose Park Elementary School	School Improvement Funds		\$805.00
<i>Notes: Professional Development Consultant</i>						
2	G1.B1.S1.A2	Professional development will be provided to ensure fidelity of implementation/use of intervention materials				\$0.00
3	G1.B1.S1.A3	Melrose will hire tutors to work with lowest quartile students in ELA.				\$0.00
4	G1.B1.S2.A1	Hire a project manger to provide support to the school to implement and monitor the SIG4 project.				\$0.00
5	G1.B2.S1.A1	An MTSS Coach will be hired to provide support to the students and staff at MPE				\$0.00
6	G1.B2.S2.A1	A social worker/mental health counselor will be hired to provide social/emotional support to the students at MPE.				\$0.00
7	G1.B2.S3.A1	Additional professional development will be provided to MPE staff regarding the use of MTSS to support student needs. Action research regarding the successful implementation of school reform via MTSS will be shared.				\$0.00
8	G1.B2.S3.A2	Provide funding for the school principal and one district level administrator to attend the Commissioner's Leadership Academy				\$0.00
9	G1.B2.S3.A3	CRT, BRT, and Instructional coach will be used to provide professional development and support teachers and parents.				\$0.00
10	G1.B3.S1.A1	Obtain an MOU with the CTA regarding the sign-on bonuses.				\$0.00
11	G1.B3.S1.A2	Inform the staff at Melrose Park Elementary about the sign-on bonus recruitment process for qualified teachers and the criteria for applying as an instructor at the school.				\$0.00
12	G1.B3.S1.A3	Advertise positions and qualifications for teachers, interview, and select teachers with interview committee members.				\$0.00
13	G1.B3.S1.A4	Arrange for \$5000 sign-on bonuses to be paid to teachers after selection process is complete.				\$0.00

14	G1.B3.S2.A1	If MPE improves their school grade or maintains an "A" school grade, bonuses of \$5000 will be paid to all instructional staff and administration while bonuses of \$1000-\$1500 will be paid to all non-instructional staff.	\$0.00
15	G1.B3.S3.A1	Student growth scores for classroom teachers will be gathered (either VAM or student growth by district assessments for non-VAM instructional staff). Bonuses of \$3000 will be paid to classroom teachers with "Highly Effective" student growth scores.	\$0.00
16	G1.B3.S4.A1	Professional development will be scheduled throughout the year on the Copeland evaluation model.	\$0.00
17	G1.B4.S1.A1	A school master schedule will be turned in to the district to verify the number of minutes dedicated to academics and common planning time. An extra 30 minutes each day will be devoted to ELA instruction and at least 250 minutes a week will be built in for teacher common planning time.	\$0.00
18	G1.B4.S2.A1	Teachers at MPE will attend regular Professional Learning Communities facilitated by the on-site instructional coaches and/or outside resource personnel in the district.	\$0.00
19	G1.B4.S3.A1	The district will provide training for developing schedules that support the number and intensity of interventions for struggling students. Training will also include information on effective strategies that build cognitive capacity through engagement.	\$0.00
20	G1.B4.S4.A1	Fund three highly qualified prekindergarten teachers and three highly qualified paraprofessionals to support prekindergarten students in the MPE community. (MPE currently has one VPK classroom and one prekindergarten handicapped classroom.) Grant funds will be used to support the portion of the day that is not covered by VPK funds. The needed allocation of SIG 4 funds for salaries is anticipated to be 50% for the four-year-old classes (2 classes) and 100% for the three-year-old class. The prekindergarten classes will ensure that students with disabilities are afforded the opportunity to participate fully in all learning opportunities and that the program will promote the full range of academic content across domains of development. Salaries will be commensurate with the most recent contract agreement between the CCSD and the Columbia Teachers Association.	\$0.00
21	G1.B4.S4.A2	Outfit three classrooms with furniture, equipment, technology and curriculum.	\$0.00
22	G1.B4.S5.A1	Hire personnel with specialized knowledge to implement an after-school enrichment program	\$0.00
23	G1.B4.S5.A2	Develop a calendar of after-school activities included in the after-school enrichment program.	\$0.00
24	G1.B4.S5.A3	After-school enrichment program registration	\$0.00
25	G1.B4.S5.A4	Purchase equipment, materials, and supplies for the after-school enrichment program.	\$0.00
26	G1.B4.S5.A5	A request to the CCSD will be presented to have providers compensated for the additional time administered through Staffing Solutions. Once approved, providers will keep records of sessions, scheduled students, and records of the activities provided. Every effort will be made to ensure a minimum number of participants.	\$0.00

27	G1.B4.S5.A6	Quarterly schedule a parent night where presentations can be made from students involved in the after-school program to showcase their achievements and skills.	\$0.00
28	G1.B4.S6.A1	A calendar will be developed outlining events that bus transportation is available for parents.	\$0.00
29	G1.B5.S1.A1	The school will begin to implement a STEM program with fidelity by the hiring and placement of a STEM teacher/coach.	\$0.00
30	G1.B5.S1.A2	The district will implement a STEM program with fidelity by the purchasing of the necessary furniture, materials, and supplies	\$0.00
31	G1.B5.S1.A3	The school will implement a STEM program with fidelity by facilitating on-going professional development provided by the STEM teacher/coach	\$0.00
32	G1.B5.S1.A4	The district will provide assistance in review of appropriate STEM programs, activities, and professional development opportunities. This action step will build capacity and sustainability by providing technical assistance to instructional coaches and administrators on how to identify appropriate STEM programs, activities, and professional development opportunities.	\$0.00
33	G1.B6.S1.A1	District planning guides will be developed at the district level utilizing FOCUS Teams comprised of representatives from each school and grade level.	\$0.00
34	G1.B6.S1.A2	Each core class will have a district-developed curriculum guide. Further grade level guides will be developed at the school level to serve as more specific pacing guides for instruction. Pacing guides will be developed collaboratively by grade level teams and shared with administration. Quarterly sessions will be planned for further professional development facilitated by school instructional coaches to lead grade level teams in how to use the process of curriculum mapping to drive effective data-driven instruction	\$0.00
35	G1.B6.S1.A3	Implement job-embedded, differentiated professional development for teachers, based on comfort level, familiarity and expertise (beginning, intermediate, advanced), to have a clear understanding and higher capacity on effective use of data-driven differentiated instruction utilizing UDL lessons and STEM activities to foster critical thinking.	\$0.00
36	G1.B6.S1.A4	The District Coordinator for Professional Development will schedule and facilitate monthly coaches' cadre meetings. This action step will build capacity and sustainability through planning and training on differentiated professional development for teachers (beginning, intermediate and advanced).	\$0.00
37	G2.B1.S1.A1	Parents will be able to offer input about flexible meeting times through a Parent Survey.	\$0.00
38	G2.B1.S1.A2	Melrose will consider and offer flexible meeting times for activities, conferences, and other school functions based on input from parents.	\$0.00
39	G2.B2.S1.A1	Melrose faculty will increase parent awareness of school events through the use of Tiger Pride sheets in planners, personal phone calls to parents, SchoolMessenger Alerts, Remind 101, flyers, increased advertising around campus and in the community, and utilizing the school's website.	\$0.00
40	G2.B3.S1.A1	Homework Help Nights will be provided throughout the year.	\$0.00
41	G2.B4.S1.A1	Create volunteer list for childcare	\$0.00
42	G2.B4.S1.A2	Provide empty classroom and activity	\$0.00

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	Total: \$2,805.00
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